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Volume 129 NOVEMBER, 1946 Number 8

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TABLE OF CONTENTS

THEORY AND PHILOSOPHY

American Education Today
Idealism As Educational Philosophy
A Realistic View of Education
Personalism as Educational Philosophy
The Pragmatic Theory of Education
Catholic Theory
The Humanities: A Liberalizing Curriculum

PSYCHOLOGY IN EDUCATION

The Problem of Motives
The Education of the Emotions
Conceptions of Learning
The Concept of Intelligence
Individual Differences
The Problem of Formal Discipline
Evaluation of Learning
The Guidance Program

SCIENCE AND EDUCATION

Some Implications of Science for Education
The Nature of the Learner

EDUCATION AND SOCIETY

Primary Social Functions of the School
Democracy and Education
Sociological Foundations of Education
Democracy and Post-War Education
Early Childhood Education

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Contents:

TEXTBOOKS IN REVIEW 260
EDITORIALS 262
THE STATE EDUCATION PRESS R. E. Wolseley 264
A TEACHER'S RECONVERSION Randall M. Nay 266
WHY SO TRADITIONAL? Lindly C. Baxter 267
THE LIBRARY STUDY HALL Beatrice Oxley 269
ACROSS THE OFFICE DESK James N. Emery 271
THE HARVARD REPORT A YEAR LATER Ellsworth Tompkins 272
A SCHOOL EXHIBIT OF WAR TROPHIES C. C. Harvey 274
A COURSE IN THEATRE ARTS, HISTORY Albert Hurwitz 276
NOTES ON EUROPEAN SCHOOLS Carroll D. Champlin 278
ANECDOTES AS TEACHING DEVICES David T. Armstrong 280
ALL CITIES HAVE THEM—EVEN BOSTON John H. Treanor 282
I MAY BE RIGHT—I MAY BE WRONG W. C. McGinnis 283
THE NEWS DIGEST 285
GRINS BETWEEN GRINDS 290

as we go to press . . .

Our thoughts have had quite a lift. For we have just been reminded that there are still teachers so full of eagerness to teach that they venture forth upon their own, taking real risks. Such persons have no tenure but what they themselves create. They have no pension funds, half contributory, set up for them. They have no assured salaries, either large or small. Yes, there is still to be found here and there the teaching pioneer. Not all the Mary Lyons, the Emma Willards and the Endicott Peabodys are of the past. For it was only this morning that we received a letter from a place in Scotland where an American couple have created a school. Suppose we share with you parts of the letter:

▼

"Would you be kind enough to send a copy of your JOURNAL? My husband and I are running a little residential school over here and we're beginning to hunger for news of what is happening on your side—how other people are running their schools and what is being done to develop more and more consciousness in all our young of international affairs and their vital part in building this post-war world.

"I asked my ex-colleague in Philadelphia to give me the name of a periodical expressing the new things in education, not forgetting the many good Old Things. She suggested you and said, too, that she thought you would be interested in knowing about *us*. Briefly, our history here is of something very small, but growing and alive. My professor husband came back to his native Scotland to do some research at Edinburgh University in '38 and then, in '39, we had to decide whether to go back to America or stay and start the sort of school we had always "pipe-dreamed." I had fallen genuinely in love with Scotland, and so we stayed and started from scratch. It has been a long, hard pull—it still is—but so exciting, interesting and thoroughly delightful that we can't help feeling very happy about it. Now we are beginning to grow and this hopeful fact, coinciding with the termination of our present lease, decided us to move to larger quarters.

"We feel very strongly that with our particular American background we may be able to contribute our worthwhile mite to the cause of British-American understanding."

TEXTBOOKS IN REVIEW

Five in a Family

Behind the innocent title, *Five in a Family,* lurks a conspiracy of three writers to teach youngsters of grade three to care for their health and safety and to develop wholesome personalities. An excellent choice of goals has been made, and the device of stories built to carry each its moral has been managed with rare skill. In fact it is all one story, containing many incidents interesting in themselves and well suited to provoke discussion. When not to take a dare; the importance of vegetables in the diet, of good posture, of kindness to animals and people—these and half a hundred other lessons are wrapped up in this attractive package. Even the part of the plot that seeks to teach teachers and parents a few things they may have overlooked about children seems likely to succeed. We can picture some homes, classrooms and playgrounds undergoing gradual transformations under the stimulus of this playful treatment.

FIVE IN A FAMILY, Baruch, Montgomery and Gray. Scott, Foresman and Company, Chicago. $.96.

Teaching in Small Schools

Thousands of teachers get their first experience from working in schools having fewer than seven classrooms. The need for guidance of such teachers is so obvious that one wonders why so few books have been written for them. The manual on *Teaching in Small Schools* by Kate V. Wofford of the State Teachers College at Buffalo, fits in with the need admirably. The author knows the problems of the rural and village schools from personal experience and prolonged study. Her book contains a minimum of theory, a maximum of practicality — but one feels that plenty of sound philosophy undergirds the practicality. What we like most about the book is its constant habit of giving concrete cases. It is difficult to find within its pages a statement that leaves us in a fog. The viewpoint of the author is modern; a little to the left of center as to progressivism, but certainly not extreme. How to study the children, how to arrange them in groups, how to conduct discussions and group projects, how to teach skills, how to secure orderly behavior, how to deal with parents and community — such are the topics. After each of the clearcut chapters comes a detailed illustration from a teacher's actual experience. The anecdotal record of "John," an overprotected child, is a good example of this valuable feature. No doubt the author's suggestion that full records be made of all members of a class is asking just too much. But what author who is good for anything does not at times become overheated in the handling of his subject? Few such enthusiasts as Miss Wofford restrain themselves so well.

TEACHING IN SMALL SCHOOLS, Kate V. Wofford. The Macmillan Company, New York.

Nations Overseas

What the people of a given country do in relation to the topography, natural wealth, climate and situation of their particular plot of earth — this makes geography, and it can be a most fascinating study. Glance, for example, at *Nations Overseas,* a postwar text apparently aimed at upper elementary grades and treating of that other hemisphere the big wars come from.

You might think it impossible to provide authentic geography at a time when boundaries are unsettled and things generally in turmoil. But you would be mistaken. There is plenty to be said that will remain true for years; plenty of ephemeral data that can be omitted—and has been. The descriptions, aided by maps, charts, tables and photographic illustrations, seem straightforward and clear, not cluttered with too many details, yet detailed enough to be interesting. What an easy way to learn geography! Ask any older brother who learned his the hard way.

NATIONS OVERSEAS, Atwood and Thomas. Ginn and Company, Boston. $2.08.

Speech

Educators are increasingly conscious of the need for equipping students in high school to take their places more readily in the grownup world they are about to enter. Hence the fresh emphasis on speech. A new text, bearing that single word as its title, seems to supply the information and the practice material for a first-rate course in developing the voice, the bodily actions, and the other attributes of effective speaking. Part One goes into the mechanics of speaking. Then in four remaining parts one learns the techniques of applying speech to social situations and the many different occasions demanding oral discourse or intercourse. The book is pointedly illustrated with many cartoons and other drawings. The authors have aimed at flexibility. The work can be telescoped into half a year or may extend through a year or two. A course either long or short that was based on this particular text could prove to be the very best thing that happened to a young person in his entire high school experience—best in its carry-over value, that is.

SPEECH, Weaver and Borchers. Harcourt, Brace and Co., New York. $1.96.

Your Health and Safety

The guarding of individual and public health and the avoidance of injury and death from accidents are the purposes behind a text entitled *Your Health and Safety.* The two subjects obviously belong together, and material for both is amply provided in this newly revised book. It is written for use in the modern high school. The part dealing with health is given its needful basis in physiology, though that science is streamlined rather than overloaded with detail. The treatment of safety is unusually comprehensive. A course built around this text might well be on one of the most valuable taken by a student.

YOUR HEALTH AND SAFETY, Clemensen and La Porte. Harcourt Brace and Company, New York. $2.12.

Chemistry and Human Affairs

Midway between the purely academic and the purely entertaining or discursive, is the course charted by *Chemistry and Human Affairs.* The first eleven units deal with basic principles; the last six with applications to modern life situations. Difficult mathematical problems have been avoided. Some traditional subject matter has been relegated to the appendix. Such recent topics as atomic energy, plastics and DDT are described in more or less detail. Chemistry becomes less forbidding to the average student when thus treated, but it still demands plenty of concentration. The information about its practical applications serves partly as motivation, partly as facts to be remembered in later life by persons who have not used chemistry in their business.

CHEMISTRY AND HUMAN AFFAIRS, Price and Bruce. World Book Company, Yonkers, N. Y. $2.68.

New Studies in Grammar

Many a bitter pill can be disguised by sugar coating, but English grammar leaves a bad taste in most young mouths, regardless. Still it is a must —if only to stave off those future teachers who are all set to say "with she and I" and those would-be writers of radio script who eagerly wait for their chance to use "like we did." With these drab reflections we examine *New Studies in Grammar.* The newness chiefly protrudes in the fact that each group of grammatical principles is illustrated by sentences and paragraphs centered about a single theme. Thus the illustrative material is not the usual hodge podge of unrelated sentences, but has coherence and might even keep the student awake. The text is adaptable to the abler as well as the less able pupils, through its A and B exercises and its omittable twelfth chapter on the special acrobatics of verbs. There is a bound-in key to the practice matter, and a rubbed-in warning not to copy the key, lest failure in the tests be the pay-off. The book represents a sincere and gallant assault on the least pregnable ramparts of Fortress Scholastica.

NEW STUDIES IN GRAMMAR, Hermans and Shea. Henry Holt and Company, New York. $1.68.

Canada and Her Northern Neighbors

Yes, to be sure, Canada does have northern neighbors: Alaska, Greenland, Labrador and—by a little stretching—Newfoundland. The latter, as we know, is not a part of Canada.

The book is aimed at upper elementary children. They start with an overall view by airplane, modern substitute for the over-strained bird's eye. On a flight, one sees what to see; learns what to learn more about later. There follows a chapter on the growth of the Canadian nation. This introduces the pioneers, heroes and leaders who make up the Dominion's Roll of Honor. Next comes a succession of chapters, each dealing with one province, territory or adjacent country. Always there is a story of some one or more youngsters to enliven the facts. A final section treats wholesomely of the relationship between Canada and the United States. The entire book occupies fewer than five hundred pages, including many black and white illustrations from photographs. The author, Frances Carpenter, is careful of her facts and presents them well to children.

CANADA AND HER NEIGHBORS, Frances Carpenter. American Book Company. $1.40.

Conquest

We pick up something labeled *Conquest,* Book One, and we mutter a few words about "another literary scrapbook for highschoolees." What possible excuse. But the foreword explains. This anthology is composed only of good literary materials that have proved themselves favorites of young people, 100,000 of them. The volume in hand must appeal to seventh-graders, as no doubt it will, the selections being neither difficult nor too remote. The anthology has nine topical or thematic divisions, with several selections in each. Stories, essays, poems—no attempt is made to classify by forms. Action, interest and merriment run high. The following the anthology comes Part Two, with chapters on motion pictures, radio, library, reading improvement, choral reading, newspapers and magazines. Such is the pattern set for all the books in this *Conquest* series. Introductions, life sketches, questions on subject matter, word lists — all are provided in ample yet restrained amount. Illustrations lend special charm.

CONQUEST, Norvell and Houious. D. C. Heath and Company, Boston. $2.00.

Adventures in Reading

Discovery is the subtitle designating Book One of a three-book series, Adventures in Reading. The selections are lively and varied, grouped under such topics as animals, sports, Mexico, humor and—yes—How to Be a Bookworm. A program of improvement in the techniques of reading is interspersed. The tastes of boys and girls were consulted in preparation of this reader, we are told, and the contents seem to bear this out. *Discovery* is aimed at seventh graders. Here is another promising addition to the abundance of interesting reading material that is being put out for schools today.

ADVENTURES IN READING—DISCOVERY, Dorothy Knolle. John C. Winston, Philadelphia.

East o' the Sun And West o' the Moon

Twenty-eighth Norwegian folk tales comprise this charming reader, *East o' the Sun and West o' the Moon.* There are animals that talk, humans that do magic, people who do stupid things—all narrated in the slightly strange manner that suggests translation but only adds to the fascination of the young reader or listener. The book is a new edition, delightfully illustrated by Gregory Orloff. The stories are neither frightening nor unmoral. The heroes win their honors honorably. With its fresh attractiveness and re-edited content, this Norse anthology for youngsters should even outdo its earlier edition in popularity.

EAST O' THE SUN AND WEST O' THE MOON, Thorne-Thornsen. Row, Peterson and Company.

MODERN TEXTS MORE TEACHABLE

The worst thing about a musty old schoolbook is not the way it smells, nor the fact that some of its statements are out of date. Even worse than these faults is the point that those earlier books were less teachable than the ones we get today. As educational methods have changed through better understanding of children and their mental processes, textbooks have changed too. The use of antiquated texts in a modern classroom seriously impedes the work of the class. It prevents the teacher from doing his best. Then do not put new wine in old bottles.

Editorials

Two Weeks in One

Fifty-two weeks are not enough for all the setting aside by the set-asiders for this or that special reminding. This doubtless explains why American Education Week and Children's Book Week happen to be congruent in November, surrounding the November 11 holiday—as if you didn't know. Still, the two basic ideas behind these proposed periods of sharply focused attention are intimately related and may well be celebrated together, like the coinciding birthdays of two near relatives in the home.

The announced theme of Children's Book Week this year, was "Books Are Bridges." And indeed they are. They are bridges to strange lands and distant peoples; to adventure, discovery, fairyland and fun.

One of education's foremost tasks is that of leading the child to the bridge of books through teaching him to read. To read, in this sense, means more than merely to decipher words or fumble through them in a reading lesson. It implies the attainment of a degree of facility which the majority of pupils, even in the best schools today, do not yet possess.

The process of learning to read is so complex that educators are only beginning to understand all the helps that must be given to children who do not take to reading naturally. But the whole matter is being studied and many poor readers are doing better.

Education leads pupils to the bridge; helps them select the bridge that is most inviting, best suited to each child's reading legs. And so across.

Can one reason for the neglect of literature by many adults be the dullness—for them—of the lands their bridges led them to, when schools assigned books of classic status only?

At what point can the child be steered from simple, easy reading to books that are really great?

If a taste for such books is not gained in school, when will it be gained?

Repeated trial and error, letting the individual taste and sample, trying him with something a bit more substantial from time to time . . . Does any one know a better answer, thus far?

Lead them to the bridge by teaching them to read. Lure them over the bridge by what is across the river.

Children's books and American education do deserve a week in common.

The Battle Against Polio

Outbreaks of infantile paralysis in early September again caused school authorities in many scattered localities to delay the opening of schools. The wisdom of such action is attested by the fact that medical science, still bafflled by this dread disease, believes it most likely to be spread by person-to-person contacts.

Roland H. Berg, writing in *Hygeia*, an official organ of the American Medical Association, brings us up to date on the state of knowledge as to poliomyelitis. The virus itself has not yet been fully identified or completely isolated, though progress has been made. Neither is enough yet known about the nerve cells of the spinal cord which act as hosts to the virus. Hence no drug, serum or other preparation is available to prevent or cure the ailment. Another missing factor is a means of surely recognizing polio, when, as so often happens, the case is not acute. The persons mildly affected become a menace to the health of their companions.

Encouragement is found, however, in the statement that, with proper hospitalization and care, including muscular manipulation and exercise, three out of every four patients can be saved from permanent crippling. This is because the nerve paralysis is in many instances temporary, so that if the muscles are kept from weakening they are ready to coordinate or respond when the nerve resumes its normal functioning.

So much for the battle to date. It must go on, and will.

Men Wanted

Placement officers in some of the women's colleges have learned one very interesting reason why so many of their young graduates shy away from teaching. The girls say it is because teachers don't get husbands.

Of course any superintendent will tell you they do get husbands. They get so many husbands, one to a teacher, that the superintendent has a perpetual headache finding successors to the maidens making for the altar.

But the contrary impression has got around among the lasses of the senior classes, and in the present state of masculine scarcity, that impression counts.

A happy solution would be an increase in the number of male teachers in our schools. Were this to occur on a grand scale, and were the fact properly publicized, many fine young women might suddenly discover within themselves hitherto unsuspected aptitudes for teaching.

It all sounds so simple, one wonders why our educational strategists haven't laid their schemes accordingly.

Everyone admits the vocation is lopsided as to sex. As if to make matters worse, men's and women's salaries have begun to be equalized, thus abolishing whatever monetary advantage there was to lure the males into the profession. The women teachers who pushed for that one had evidently given up hope of capturing a schoolman who could support them handsomely. Maybe they had just given up, period.

Yes, ye strategizers. Merely entice more men to teach, more fine, ambitious, handsome young men, and the difficulty of securing teachers with charm and personality will disappear.

If you seriously ask us how to increase the percentage of men in a profession so widely represented by the pronoun "she," we will reply that this is up to the hiring authorities. They can have more men when they decide to specify men for more of the positions and to offer them as attractive working conditions—nearly—as in other occupations.

Higher Pay and Better Teaching

Our friend and frequent contributor Frank M. Rich, writing in the *American School Board Journal* for September, presents a somewhat unorthodox view of teachers' salaries. While not denying that they are too low in many cases, Mr. Rich warns against the assumption that higher salaries will automatically improve the quality of teaching. He compares such an assumption with the notion that raising the price on a basket of eggs will make those eggs any better. To improve the eggs, one must candle them with scrupulous care and replace the poor eggs with good ones. Mr. Rich's contention is that higher salaries may encourage a system of political patronage and thus actually cause the hiring of inferior instead of superior teachers. He thinks there is also a fallacy in making teachers too secure and contented, since the ambition to get ahead has proved a valuable incentive to professional improvement.

Mr. Rich's arguments deserve consideration. So great is the present emergency, however, that our chief thought should now be centered on how to obtain a sufficient supply of reasonably good eggs to fill the national basket. Raising salaries is not the only way to recruit teachers. A great deal of selling on the basis of opportunities for service should be done. But, even so, the teaching profession needs a firmer economic base than has yet been provided for it in many states and localities. A reputation for low salaries makes poor advertising.

School boards that refuse to hire married women or out-of-town persons thereby admit to the world that school jobs are patronage and high quality is not an object. Salary boosts in such circumstances deserve most careful scrutiny.

The Trouble with Forums

Yes, you have guessed it. Forums never arrive at a conclusion. They seem to get you nowhere. The foremost forum of them all, America's Town Meeting of the Air, coming to you each Thursday evening from Town Hall, New York, or wherever else—that particular forum even encourages local groups to continue the argument far into the night. It's the American way, this free discussion.

No one can deny that such freedom is a great thing. We wouldn't be without it for the world. But why is nothing ever settled?

First of all, a forum must deal with a question that has two opposite sides—a subject on which people have different opinions. The more excitedly they champion their respective opinions, the more interesting the show.

There is value in hearing an important issue debated by persons who have studied the matter, know what the points in controversy are. The listeners gather up many facts, though often only partial facts. Sometimes a statement of alleged fact is offset by a counter statement. You don't know for certain which facts are facts, unless both sides agree. Queries from the audience are not always answered directly. Some of these are offside anyway.

We ought to ask ourselves why our opinions differ on so many matters. There must be a right and a wrong side to most questions. Why do we always leave a forum session with the notion that we were right all the time, or—if we had no set opinion—that there is much truth on both sides.

Do our opinions tend to agreement after a certain amount of tongue-hammering? Do we gain in our ability to see wherein we are prejudiced? Unless our listening to public discussion leads to growth—if all we have as a result is more confusion or a stronger emotional attachment to our preconceived opinion—we might better have kept our ears plugged.

Forming opinions that are correct, and acting in accordance with opinions thus formed, is as much a responsibility of the citizen, as the holding of any opinion, warranted or otherwise, is a cherished right.

What we should like to see tried, is a forum clash in which the speakers emphasize their agreements and try to reach some sort of compromise. Perhaps a small jury of persons believed to be innocent neutrals could bring in a decision. Or would that be difficult and dangerous?

Alas, have we ourselves but added to the disputations?

THE STATE EDUCATION PRESS

R. E. WOLSELEY
Department of Journalism
Syracuse University

WHEN we encounter the words *the press* we tend to think in terms only of newspapers and possibly may remember that there are 12,000 general weekly and daily papers in the United States. Some persons do not go even that far and instead believe that *the press* is the 1,800 dailies now being issued; others seem to mean by *the press* the nation's 250 large metropolitan papers.

A legitimate part of the journalistic scene also are the 6,000 magazines published throughout the country. They tend to be overlooked because fewer than 1,000 are general circulation publications that can be found on the same newsstands or reading racks as the general newspapers. Yet they are important moulders of leaders or followers of public opinion. The others are specialized journals.

An essential difference, too little realized by the publishers of the thousands of specialized magazines as well as by persons who go into this phase of journalism, is that, by and large, the editor of the specialized magazine in the United States is badly in need of training while the editor of the general purpose newspaper or magazine usually is a skilled technician or is surrounded with capable assistants.

The specialized press of the United States includes technical journals, business publications, religious periodicals, education journals, and publications for dozens of other special groups. It is a phase of the vocation of journalism which has few tools of its own in the way of textbooks and courses and yet it has a significant and potentially powerful place in American life.

The men and women who do the work of producing these newspapers and magazines are, for the most part, a modest group, skilled and trained in something else than editing or journalistic writing, and doing their best, under many handicaps, to issue products that must compete, so far as readers are concerned, with the flashy newsstand publications of the day.

One of the smallest, but also technically one of the best, of these special groups are the state education journals, which have an aggregate circulation of more than 711,000 and an average of 16,500. It is doubtful that the average American teacher appreciates to the full the qualities of the magazine published by the teachers' or education association of his or her state. It is just as doubtful that he appreciates the publications issued in other states than his own, partly because he cannot readily see them and partly because few Americans, as yet, have learned to appreciate high quality in journalism.

Few specialized journals can equal in typographical attractiveness, care of editing, thoroughness of coverage, and general usefulness to the group they serve the *Michigan Education Journal*, the *Minnesota Journal of Education*, the *Maine Teachers' Digest*, the *Connecticut Teacher*, the *Virginia Joural of Education* and several others that might be named. The editors of these technically excellent publications have attempted to use the best of professional journalistic methods without losing sight of their aims and their reason for being. They realize that their magazines, after all, are read by persons whose reading tables, likely as not, also carry *Life*, *Harper's Bazaar*, *Reader's Digest*, *Harpers*, and other popular periodicals, and that they must gain the attention and loyalty of teachers besieged by reading matter.

It should be remembered, too, that high technical standards are maintained by these and the other state education journals in spite of the fact that most of the editors are former school administrators, public school teachers, or college professors and that only about 10 per cent of them have had substantial journalistic training or experience.

This is not to say that every one of the 50 state journals issued every month in this country is a model of magazine journalism. Not at all. It *is* to say, however, that in the aggregate they are, technically, far better than the products of editors of some larger and wealthier special groups. Their quality is far higher, for example, than that of the nation's several thousand house magazines. They are magnificent—again note that this is technically-speaking only—when examined beside the two to three hundred religious magazines published in the same states.

I had read these magazines only spasmodically until recently, when I was given the opportunity to make an evaluation of them for a conference of the editors. I read about three issues of each publication out of 42 or a total of 129 copies. They represented every major geographical section of the country. Their ages ranged from 94 (*Pennsylvania School Journal*) to 3 (*Maryland Teacher*). They average 25 years.

Technically, the results were more or less as I had expected. I was greatly surprised, however, by an important non-technical phase of the evaluation, a point to be dealt with later.

The details of the criticism of these magazines would not interest the average reader of the JOURNAL OF EDUCATION. Suffice it to say that at least half were found lacking in sparkle, brightness, or whatever else we might call the quality that will make readers sit up sharply and pay attention while reading. Captions and headlines often were found to be stodgy and routine, and the publication seemed lifeless, sometimes, as a result. There also was a tendency to print (or reprint) huge quantities of dull, unedited staff, such as reports and speeches. The magazines did not use enough pictures or other illustrative matter and too often their pages appeared slapped together instead of designed. The writing was found to be correct and far too sedate and stilted. The light touch, to give the publication readability throughout, is simply altogether lacking in many of them.

This is a summary of the adverse criticisms. Just as much was favorable evaluation. The typography was found to be attractive, the covers carefully chosen for the most part, and certain special departments well produced by skillful writers. Numerous excellent special features and contributions were cited as examples of extraordinarily good copy. Many editors showed that they had been painstaking in their culling of manuscripts and diligent in obtaining competent writers from teachers in the field. I never had seen a set of specialized publications of comparable circulation and size which were so free of textual errors. Many fine service features, such as education news of various types, information on research and publications, expositions of educational experiments and new procedures, and presentation of the work of the various teachers' association were found in these journals.

On tabulating my results, however, I was surprised to find, as a fellow teacher, that 16 of the 42 magazines did not publish editorials or take editorial positions in any other open fashion. Not only that, but the 26 that *did* publish editorials printed a great deal of namby-pamby stuff about safety campaigns and tributes to retiring school officials.

When seeking to explain this timidity, several of the visiting speakers at the July conference in Lake Forest, Ill., where the editors met this year, speculated among themselves about it. One explained it by saying that "school administrators are the most conservative group in the country." Unquestionably this is one of the reasons. Other explanations are that the editors have little time for preparing editorials and that educators are so habituated to objectivity, to seeing all sides at once, that even in these days, when Wells' well-worn comment about the race between education and catastrophe takes on new force in the face of Hiroshima, Nagasaki, and Bikini, they go placidly on.

Still others are that the editors are engaged by associations and believe that they should not take positions on matters on which the organizations themselves have no views and that the editors, as was admitted in a few instances, are under social or political pressure that makes free editorial expression impossible or undesirable.

This was the distressing portion of the examination of the magazines. There was on the part of far too many a failure to exert leadership; in others there was silence in the presence of injustice. There was no indication that more than a few of the editors believed they have an obligation to speak out, to say something beyond the obvious for the ideals which democracy and education represent in modern life.

Magazine after magazine had nothing to say editorially and sometimes not even in the article content, about some of the principal problems of life today that affects teachers as well as pupils; not just abstract social problems but educational problems stemming from the social situation. Although they were in the news during the period of publication, most of the magazines ignored labor education, adult education, racial problems in education, and religious education. Dozens of other topics can be supplied by the news-conscious reader.

Among the accusations made by myself and at least one other evaluator was that the magazines sometimes appear lifeless and routine. These qualities inhere not only in some of the writing and editing, but also in the practice of avoiding, editorially, some of the most vital subjects of the day for such publications. Any journalistic product, if it is to make an impression upon its readers, must be talked about. It must be like a good teacher, who can be detected if his students are found leaving his classrooms arguing and talking intently about what he said and what they discussed with him.

Lord Northcliffe used to insist that each day's issues of his papers must have what he called "a talking point." The paper should go out to find news, he said, that would cause the public to discuss its content. The specialized press can learn from him on this. Its readers should be eager to take up such magazines as these education journals because they are stimulating. They should put them down equally eager to talk to someone about what they read, to poke a copy in front of someone and say "Look at *this*!" or "Did you read *that*?"

The not too important technical imperfections and the very important editorial starchlessness are comprehended by most of the editors. They are eager for help in overcoming the faults and they are beginning to obtain it from several sources. A relatively new source is the Rural Editorial Service sponsored at the University of Chicago by the National Association of Secretaries of State Teachers' Associations, the University, and the Kellogg Foundation.

This service, now under the direction of Francis S. Chase, formerly editor of the *Virginia Journal of Education*, was founded in 1945 to carry out two purposes: "Improvement of services of state education journals to rural teachers in order to promote better rural life through better rural education" and "Improvement of the state education journals in their services to all teachers, particularly in the area of rural and urban relationships."

It is significant to note that the very first of the five "Ways and Means of Promoting the Purposes of the Service" is explained to be "Development of a vigorous editorial policy."

The Service not only prepares and sends the editors especially written articles and makes available an illustration service, but also, for two consecutive years, has set up a two-week conference attended by the editors of the journals at which prominent educators and journalists, typographic experts and other technicians are brought in as resource persons.

The men and women responsible for these journals need more than this valuable professional assistance, however. More than anything, they need freedom from domination, courageous support and encouragement from state education and teachers' groups, and loyal, interested readers who will complain constructively when they are not satisfied with their magazine but continue to subscribe to it and read it.

Persons who do not believe in violent means—like wars and revolutions—to achieve social progress must rely upon education. Use of the printed word is part of the educational process. These state magazines offer another chance to employ the power of the press for the common good. This is no time to overlook that opportunity.

A TEACHER'S RECONVERSION

RANDALL M. NAY
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WHAT did my experience as an army instructor teach me about teaching? I have been thinking over this question while preparing to take up my profession once more as a civilian. As for the army system itself, I understand that the readers of this magazine are already pretty familiar with the facts. Hence I shall confine my article to what I believe to be the carry-over lessons, at least for me. I may discover others as I go along in teaching. At present I can report only the points that impress me as most important.

At the outset, it is plain that the Army training program will never displace the nation's school system, so laboriously built up since the first public school law was passed in the Massachusetts colony in 1649. Nor is it meant to compete with the schools. By its very name, the Army program is one of training, whereas the school system is one aimed at education. One has the relation to the other that mere literacy has to true learning.

What applicability the Army training program may have to civilian teaching is limited by the specialized nature of the former. Apparent wonders may be performed in six weeks if the aim is to teach a man to type from code. Five weeks have proved sufficient to train men in the peculiarities of the Army accounting system. But anyone who could read newspapers between 1942 and 1946 knew that such wonders had to become commonplace. First we seemed to be losing a war, and then we seemed to be winning a war. To stave off the one and expedite the other were urgent motivators.

In civilian education the desperation of war is absent, and fitly so, to be sure. The luxurious, time-consuming adventure of education is not open to measures of desperation. It is impossible to imagine students conquering the citadel of historical events or the seas of scientific lore in the course of a six-week attack.

However, the experience of Army teaching is helpful to a civilian professional in three particular respects.

First, teaching in the Army compels the instructor to justify his use of his student's time. The men he is teaching might better be peeling potatoes unless he is spending their time for them to better advantage.

Time being much less the object in civilian instruction, the teacher may easily waste both his and the student's. Simply to accelerate the speed at which material is offered does not justify expenditure of time. Rather the full use of each good square minute is the aim.

If a question period is at hand, has the instructor properly prepared his questions in advance, or will he depend upon the inclination of the moment in composing them? If he improvises, some questions will not be worth the asking, and the time spent in asking and answering will be wasted. What time is wasted along a siding of a main track? Each teacher must answer for himself. An honest answer will rescue time otherwise lost.

A second conclusion to be drawn is that Army training motivates the teacher to keep abreast of his teaching material. After the horrible experiece of using dozens of sources, all in a state of flux, the idea of searching a single field to remain its master seems comparatively simple.

No casual perusal of a professional preiodical such as this is the full answer to the problem of keeping up. However, don't drop this copy. Professional reading, though a humbler task than the study of masterworks, is as necessary.

There are basic works and important new studies in each field that deserve a teacher's persevering attention. How many science teachers have studied the Smyth Report on atomic energy? How many social science teachers have studied the United Nations Charter?

The third conclusion refers to the use of visual devices and training aids. School budgets do not have the billion-dollar backing of a nation at war, and many a teacher must muse wistfully and hopelessly over catalogues of supplies. Imagination, ingenuity, and odds and ends of material can go far to produce suitable devices in the manner that simple burlap on a stage suggests velvet.

In most classes the visual factor is neglected or abused. No sufficient visual aids are used, or they are obsolete. In the unsettled situation of the world, maps change almost weekly. New developments in science are revealed almost daily. Here are two of many fields where home-made devices can solve an expensive problem.

These three scraps salvaged from Army teaching duty appear to be little enough for an instructor to take back with him to his civilian classroom. They seem small matters: economizing on time, keeping up on material, devising visual aids. But they are deceptively simple and inconsequential. Competent teachers solve their big problems in the course of professional training and through experience. The deceptive quality of the three small shreds develops from the fact that the difference between competence and superiority is measured on a tiny scale, and tiny advantages tip it.

If it is at competence that a teacher aims, Army teaching and civilian teaching alike will be no more than additional practice of a mastered skill. If superiority is the object, then all experience, properly absorbed, will promote it, and the Army teacher has had an experience unusual and profitable.

WHY SO TRADITIONAL?

LINDLY C. BAXTER
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THERE are many things in the American tradition which I believe should be preserved. I don't condemn tradition for tradition's sake. I have seen too many traditionally trained teachers who would be an asset to any modern school. Never-the-less, tradition can be very confining and narrowing in its influence and especially is this true in the field of education. Schools conducted in the traditional manner, that attempt to teach only traditional material and traditional subjects are certainly out of step with our modern concept of psychology and mental and physical hygiene.

Every now and then one is amazed at the concept of education that is voiced by the ordinary layman as well as by a great many teachers and administrators. Of course this concept on the part of the layman, at least, is the result of experience in traditional schools. Thus a traditional school engenders still more tradition. Most of us think in terms of our past experiences. But with the existing power to influence public opinion by means of the radio and press, it seems rather surprising that so many people are satisfied with the stilted type of education and educational opportunities still being made available to boys and girls in too many of our American communities.

This condition may be the result of many contributing factors. Chief among these are a lack of vision and salesmanship on the part of educators, the type of people entering the profession, the lack of proper in-service training of board members and teachers alike, board members unqualified and uninterested in educational matters and perhaps most of all the common error of taking children and their education pretty much for granted.

Many leaders in education have failed to lead their communities to see the importance of developing the child as a whole. They have in a sense neglected their responsibilities toward youth, responsibilities that have risen out of the crises through which our nation has passed. Then, too, there seems to be a tendency on the part of some, when they have once reached a position of leadership, to feel that new methods and new philosophies are but passing fancies of the experts. They are prone to believe that modern trends make fine theories, but are of little practical value, and never feel called on to put these theories to the test for themselves. I have known administrators who have exposed themselves to courses in the university which dealt with modern procedures and I have been told by those same administrators that they got nothing from these courses worth using in their own systems, while others were enthusiastic supporters of the courses and made many valuable contributions to their systems as a result.

On the shoulders of our educational leaders also rests the responsibility of in-service training of board members and teachers alike. If a school is traditional in its outlook one can with reasonable certainty be assured that the teachers and board members are led by a traditionally-minded administrator.

Although fully aware of the great numbers of exceptional men and women who as administrators and teachers are doing an outstanding service, I am also convinced, through contact with teachers in three states, that there are those in the profession who should never have become teachers. Though they may be fine men and women, they should never have undertaken teaching as a profession. This is not necessarily derogatory criticism; it is simply true that great numbers of people have entered this work that would have been much more successful in some other field. The profession, if teaching may be called a true profession, has offered so little in financial rewards and demands so much personally that it does not attract the most able and the most ambitious except as a means to some other end. Certainly there is and always has been a conspicuous lack of young men training for the profession. Many of those who have so trained have later left teaching for more remunerative fields of endeavor. Even young women hesitate, for it is a well known fact that if they lead a normal life and marry, their employment is frowned upon by many boards of education. How can school shake off the bonds of tradition as long as career men and women are discouraged financially and otherwise in the pursuit of this most important profession to American way of life?

In-service training of teachers seems in too many instances to refer almost exclusively to courses dealing with the techniques of teaching subject matter. Though this type of course has its merits, in-service training does not necessarily refer to university courses and extension work, valuable as they may be, but it should include leadership of the teaching staff by the administrator. It is this type of in-service training, this super view of education passed on to the teacher in the class room, that must carry our schools beyond the limits of tradition. It must lead the teaching personnel to see the broader aspects of education, the individual pupil as a whole and develop a feeling of responsibility on the part of the teacher for personality development of her pupils. It should create a sense of personal service to the community and inspire the teacher to want to teach, to forget self interests and to contemplate the development of her charges with the attitude of the artist. This in-service training can be accomplished with the most traditionally trained teacher, provided her confidence is gained, her worth recognized and provided the administrator is tactful, willing to take his time and willing that his philosophy be put to the test.

In-service training of board members is also a responsibility of the administrator. Through reports to the board and the tactful presentation of authoritative ideas and experiments, the board should be led to understand the newer trends. This, I fear, is often neglected and board members come and go with their educational ideas bound securely in traditional concepts.

There should be some qualifications for board membership that would in some measure provide men and women for this important civic service who can reasonably be expected to sympathize with the aims and ideals of modern education. Too many times boards include members whose sole interest is in the tax moneys of the community. Not that money doesn't have to be considered. It is of course essential that care be used in its expenditure. Few of us believe in waste, but "penny pinching" is another matter and many boards have been guilty of this act when evidence shows the need of an expenditure. I know several boards that put off for years the installation of pre-primary grades, the cost of which would have meant at the most about one mill increase in taxes in their various communities. Yet these same boards had no argument against the need of such additional educational facilities; in fact, members admitted that they were convinced of the value of such facilities, *but* they didn't want to raise the taxes.

Other members are often interested only in the prestige, the political advantages, and community standing that their membership on the board of education brings them. They have little real interest in the development of a modern school system. What interest they may display is aroused by what effect it may have upon their position in the community. Is it therefore any wonder that some board members are slow to see the advantages of a break with the traditional?

Possibly the greatest barrier to the establishment of a more modern school procedure is the tendency of most people to take certain things for granted. We took democracy for granted until our rude awakening on Dec. 7, 1941. We take our homes, our parents, our food, our children and our friends for granted. Since our schools have been in existance, there have been certain limited areas in which they have been traditionally expected to function. Even the idea of the old maid school teacher is traditional, so much a tradition that many young women have refused to enter the profession and many more are extremely sensitive to its implications.

We have grown to take the American school for granted. Develop a new automobile, a helicopter or television and we become animated with enthusiasm. Money is forthcoming even if we have to borrow it, but with traditional matters we assume the attitude that "What was good enough for me is good enough for my children." Most people have attended school and they can think of it in no other terms than those of their experiences. What can a school be, other than a place of confinement, of punishment, of cross teachers, of homework, of marks, of deportment, of fights,—a place to get away from? Isn't that what school was? Why should it be different now? There must be something wrong if children have no homework, if there are no formal report cards, if children like to go to school, if school is a place of happiness, and laughter, and light, and health—and besides it costs more. But let us keep up with the parade in such matters as air fields, garbage trucks, dual highways and mechanized armies. Oh, certainly!

THE LIBRARY STUDY HALL

BEATRICE OXLEY

LAST fall I became librarian in a centralized school, where the library was shelved on two sides of the study- hall, to which nearly a hundred students were assigned each period of the day.

When I first viewed the large room, the situation was not reassuring. The school had been in session nearly four weeks, with no librarian at work. Books were tossed about the shelves and tables in a scandalous disorder; periodicals were being shattered, and marked with those heiroglyphics which bad boys usually save for back fences. On the first day of my library work, I noticed a huge fellow ripping page after page from a pile of new magazines. To my remonstrance, he rejoined: "I have a hobby of collecting pictures of automobiles, and I take 'em where I find 'em."

The floor was littered with waste paper, "thick as the leaves that strow the brooks in Vallambrosa." On the floor also were likely to be found discarded notebooks, beans, shot, erasers, chalk, horse-chestnuts, stray milk bottles from the cafeteria. Those pointed folded-paper planes which are one of the curses of this, our air-age, zoomed in competition with the paper-wads of an earlier day, and with pellets, hard as bullets, welded from the tinfoil around candy-bars and chewing gum. Doors banged frequently, there was sometimes a stamping of feet, and windows were being constantly crashed up or down.

The disorder varied in intensity from period to period, but in no period was the room in such a condition that students could adequately study. They told me; "We always have fun in study hall, and get our lessons at home, if we get them."

One young teacher was almost in hysterics each day when she came away from her study-hall task, and spoke of resigning, though her class-room work was excellent. When I suggested to her that she put up some resistance, she replied: "We were taught at teacher's college never to thwart the individual's development."

I made discreet inquiries of the teachers assigned to take the rolls in the study halls, and received the reply that the study hall had been ever thus, and there was no use to try to change it.

Strictly to myself I thought: "This may be the way it has always been, but this isn't the way it is to continue to be."

But first I put the place into physical good order. The janitors proved to be my fine friends, procuring me whatever spare material was about the building. Hours of extra work went into dusting, scouring, sweeping, sorting, discarding, returning every item into its proper place. A magazine alcove was built in one front corner, enclosed on three sides,—by shelves in front, a magazine rack rescued from the basement on the side, and a breast-high bookcase, which stood empty in the laboratory, at the back. Behind the magazines on the shelves, we pasted the most brilliant covers we could find from old periodicals, which lighted up the alcove like many-colored candles.

In the storeroom the janitors discovered a number of narrow double desks, once used in the junior high. One of these was put into the magazine alcove, with a couple of chairs. This arrangement invited students to drop down and look at the newspapers, and also offered a station to the girls who kept track of magazine circulation.

An ivory tinted bust of Shakespeare was redeemed from the cellar and put on top of the side shelves. Shakespeare we flanked with two urns, filled with autumn flowers or leaves, or ivy, as the winter advanced. On either side the urns we paraded a frieze of book-jackets, set up like real books on metal book ends. Book-jackets furnish a most charming and amusing method of advertising.

Arresting color was the dire need of that dull room, and we sought to introduce it everywhere. Here and there on the shelves we replaced the book-jackets which had lain useless in a drawer; and as we discovered fine volumes which were discouraging because of soiled covers, we found students who were eager to design jackets with all the rainbow hues to be found in the primary-grade construction paper.

Yellow and orange blotters were fitted into blotter pads on the desks. The two blackboard panels on either side of the southern shelves were being scribbled on after the fashion of school blackboards, with cartoons of teachers or insulting innuendoes directed at this student or that. Chalk and erasers had no legitimate use in the room; material to convert the boards into regular bulletin boards could not be bought; so we pasted flat upon the blackboards desk blotters of ruby-red and king's blue. So attractive were these panels, that we covered the regular burlap-dun bulletin board with royal purple, and boarded window recesses with carmine and Kelly green. On the sprightly hues of these surfaces we pinned announcements, clippings, jokes, pictures, new book-jackets, small maps, poems, and whatever came to hand.

A globe was produced by an ambitious janitor, curved with rich map colors of turquoise and coral and russet; this centered one of those same narrow high desks, pushed against a back wall, where we spread atlases and charts, and travel books designed to stretch the horizons. Several large maps, of that vivid type which picture the products, or the history, or the literary shrines of a country, were mounted on wall board so that the edges of the map were folded completely over the edges of the board. These were hung as flatly as possible against the wall above the world-wide interest table.

The big dictionaries were spread on a third desk. A dictionary invitingly opened on a convenient table loses that ponderous look which discourages usage. Certain reference, as well as all of our professional guidance material, including college catalogues, were also spread upon the narrow desks.

When once our room began to take on a well-groomed look around the outside, it was a joy to add extra touches. An aqua marine paper-weight attracted examination, particularly when we soberly assured the boys that this was a magic crystal, wherein the librarian could see what went on in all parts of the room. In a local gift shop, we found a set of California pottery, a low green bowl with two exquisitely slender white deer, reaching up to whatever miniature forest we planted in moulding clay for them—sometimes a handful of chicory, or sweet clover, or those pin-pricks of light which are the flowers of witch hazel in November. We begged the tinfoil which was being used for ammunition, covered bricks with it, adding conventional cut-outs of Chinese red and glossy black, and had all the new book-ends we needed until the war shortage should disappear.

Each day the students gave evidence of noticing the improvements, and when one of the most mischievous lads said to me one day: "What have you been doing in here? Did you wash the walls?" I decided that we had worked long enough upon the habitat, and might begin with the inhabitants.

Having asked for volunteers as student assistants, and requested their cooperation in cleaning up the room, I walked about and requested students to clear the floor around their own tables. When one football-hero informed me: "I came to school to get an education, not to do the janitor's work," I decided that now the time had come for a more drastic attempt at good conduct.

With fasting and prayer, I approached the various teachers, and to my joy, discovered that they too had been watching the evolution of the library, and were eager for a concerted effort to insure an atmosphere where real reading and study could take place.

So we drew up our regulations, and proceeded to enforcement, uniformly and simultaneously. To me was given the privilege of maintaining order equally with the teacher at any period present in the study-hall.

In a fifteen minute period I had counted twenty-five boys and girls who had risen noisily from their seats, and marched about the room to inquire about lesson assignments. Henceforth, no inquiries were to be made about lesson assignments unless the student had been absent the day before.

Since the large hall was usually crowded, it was impossible to allow the hum of voices which in a spacious library may denote a profitable industry. All communication, including that of teachers, was to be in whispers; and students with really necessary needs were to rise when talking, even when consulting those at their own tables. Moreover, the raised hand was to ask permission for talking, to which a teacher might give consent with a nod. We knew very well that these rules were contrary to all the precepts of the best educators, but we seemed to have no choice, until we had startled the student body into a state of quiet from which we could later develop more social attitudes.

No one was to leave the room without a written slip; not anything was to be thrown in the room. So went our laws. Very small laws, but very powerful in that situation.

It has never been my practise to send offenders to the principal's office from my class-rooms, but we could not afford to risk any defiance, so—with a startling suddenness, the culprits, at the first sign of misrule, were dispatched to the office of the principal, who had been consulted, and proved a rock and a bulwark. Under his supervision, a senior who had been throwing paper had to come into the library and meticulously pick up from the floor every smidge of paper belonging in the waste-basket. Boys whose initials had been gouged into the tables had to sand and refinish the furniture in the shop.

The transformation of our library-study-hall was almost instantaneous, and very gratifying.

As soon as we had established the must-nots, we began to work out the Yes-you-mays, encouraging every rewarding activity which could be carried on within the frame of good order.

We encouraged the examination, the charging, and the returning of books during the study periods. We want our students to learn how good it is just to feel and lift and smell books. The fresh printer's ink of a new novel is no more tantalizing than the dried-rose-leaf smell of an old and precious first edition.

We invited boys and girls to the reference shelves; we lured them to the places where stood books on their particular hobbies. We bought books on sports and adventure, and adolescent life; we were feverish to procure the newest material about aviation, and air-hostesses. We posted notices of magazine articles which fitted into the high school world. We were happy when a dozen or more students were on their feet around the shelves and tables where we had put our most artful displays.

Of course we do not have a perfect condition. There are lapses, but on the whole, we have been pleased by the cooperation of the pupils.

ACROSS THE OFFICE DESK

The Pack-Rat's Nest

JAMES N. EMERY

MISS STRATFORD is the type of teacher whose classroom is something of a pack-rat's nest. Over a long period of years she has gone through a process of accumulation, saving things that she fondly thought might be of interest and use in her teaching—some day.

Her stock-closet, desk, window ledges and tables are full of old pictures, clippings, patterns, pamphlets and miscellaneous junk. There is a paperweight with a picture under glass that she once picked up on a trip to Glens Falls, New York. There is a big bronze imitation penny from some souvenir shop in Washington, D. C. Several bits of quartz, agate and granite that somebody brought in, years ago. A collection of pictures cut from magazine covers, some mounted on bogus paper, some loose—all frayed on the edges and crumpled.

Some worn-out envelopes containing various cut-out patterns for tracing and construction—she hasn't used more than one or two of them in the last ten years. Some garish postcards from various spots that friends have sent her on auto trips or vacations, and that she thought might interest the children. Some outdated pamphlets and circulars from publishing houses. A lead cat with most of the paint rubbed off. A china dog with a broken tail. A goldfish bowl with a nick out of the rim, in which she once kept a collection of tadpoles that an enterprising youngster brought in two or three years ago.

Some battered cardboard boxes that contain such miscellaneous items as a few rusty thumbtacks, a dozen pins, a handful of used and spread-out paper-clips, half-a-dozen assorted brass fasteners. And so on, *ad lib.*, and indeed *ad nauseam.* The room is a junk-heap of more or less doubtful treasures.

The worst feature of it all is that in nine cases out of ten, she never knows where to find the particular item she thinks she may have use for. Now there was that pattern for a five-pointed star that she saved carefully for years because it is difficult to cut out a five-pointer accurately. She goes through a pile of battered cardboard boxes and worn manila envelopes, turning out their contents on her already littered desk.

Half an hour's search still finds the star missing. Maybe she lent it to the third grade teacher last year. She discovers those pictures of the Puritans that she tried to find just before Thanksgiving and couldn't locate. Some of them are pretty dilapidated.

When she has time, she resolves, she'll go through them and remount them. There's that collection of Perry pictures that her aunt who taught in Bartlett's Falls in 1909 gave her. Might be well to sort those out and discard some. She used them once or twice a few years ago — but they *are* pretty much outmoded, she admits. The children didn't seem to show much interest in them.

And the gaudy folder of Daytona Beach, Florida, that her uncle sent her back in 1921. Those pictures are rather out of date—the children snicker at the funny dresses and long-skirted bathing-suits, and the old Model T Fords. She sweeps the collection back into its battered containers, and goes back to her class. Some day when she feels more like it—

There's something of the New England thrift in all of us. Maybe we're like packrats, hoarding what we fondly imagine are treasures. But somebody needs to go through that accumulation with a ruthless hand—because we never *can* quite find the item when we want it.

THE HARVARD REPORT A YEAR LATER

ELLSWORTH TOMPKINS
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A LITTLE over a year ago the Harvard Report on "General Education in a Free Society" was published. Within the twelvemonth, there have been news articles, editorial comments, and reviews by the gross. Some of these have been capricious, cynical, bitter, while many more have been tolerant and inclined to praise.

Outside of the reports to the press, what has happend to the Harvard Report during the year? Well, some Education Conventions programmed a discussion of it (notably, the Middle States Association of Colleges and Secondary Schools) and school systems (e.g. New York City) discussed its recommendations in terms of curriculum. In addition, some individual secondary schools examined their entire offering in the light of the Report.

It is about this concern of the individual school that I wish to write, and for several reasons. First, the school is the firing line where many of the suggestions have been tried or will have to be tried; second, the procedure is likely to be cooperative, not individual; third, the results are for the benefit of the students, not primarily for a thesis or publicity.

In other words, the school is the only agency which can activate the Harvard Report or any other educational program, for that matter. To the extent that individual school faculties sink their teeth in the Harvard Report, it will be successful. All the stimulating speeches, articles, and editorials, will never make it tick.

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In September 1945 the cabinet of our school asked the faculty to spend all the professional meeting time of the year on a consideration of these questions: How does the Harvard Report fit with present practise at Eastside High School? How does the Report fit in with what we plan to do? What recommendations should be made to implement the accepted suggestions of the Report?

Inherent in the proposal was that faculty and committee discussion be free and open, and that in case of disagreement, the majority should rule. Also, every member of the faculty of one hundred twenty was asked to serve in some way, so that through their participation a common understanding might eventuate.

A planning committee then organized a series of ten faculty meetings by departments, with the first meeting given over to a panel discussion of the Harvard Report. The meetings were to be in charge of the department head or someone selected by the cabinet, with the administrators as listeners. But the report to be given to the faculty was to represent majority opinion of the department, much in the manner of a self-evaluation committee. The schedule worked out by the committee ran: October, Panel Discussion of the Harvard Report; November, Mathematics; December, English; January, Modern Language and Latin; February, Social Studies; March, Science; April, Business Education; May, Industrial Arts and Home Economics; June, Guidance and Home Room. Each of these meetings occurred as scheduled. The committee in charge for the day reported to the whole faculty, with appropriate charts and explanations. Though the faculty meetings usually lasted no longer than one hour, the committees spent many hours in discussion and in the preparation of their reports, all of which were typed and assembled for the use of the school and as a record.

I do not care to guess how many thousands of hours went into the preparation of these committee reports, but I do know that we have one hundred sixty-two pages of typescript in our complete report. With all this effort and time, we at Eastside feel we "did something" about the Harvard Report on the firing line, and that we accomplished our initial aim.

Looking back on the year's work, we get an overview of tremendous help. What were the highlights of our reactions? Were there any threads of discussion which now can be ravelled into meaning?

Of the many reactions, two stood out. One was how best to adapt the school to the learning capacity of the pupil, or in words nearer the language of the Harvard Report, "How to adapt general education to different ages, differing abilities and outlooks, so as to appeal deeply to each, yet remain in goal and essential teaching the same for all?" Or to put it affirmatively, "The final purpose of all education is to improve the average and speed the able while holding common goals before each." This, of course, is our old friend, individual differences. But it's not old really, and it has a terrific challenge.

Our opinion at Eastside is that this is one of our greatest problems. How many boys and girls become bored and lose learning efficiency, how many leave school entirely, how many are channeled into delinquency, how many slip into dishonest practise, how many miss the real point of learning—because of the difficulty we teachers may have in adapting the school to the learning rate and capacity of the pupil? Good as our schools are, we are having tough going trying to answer this question.

Administrative solutions come easily but often help little.

For example, our school has had homogeneous grouping in approximately fifty per cent of its offerings for years. We have honors classes and remedial classes. And they have been successful to a degree, as elsewhere. I should not like to give them up. Yet, I cannot believe they are the successful answer. For the teacher still is the one to make the discrimination, and homogeneous grouping is no guarantee of that. We still have boys and girls bored by honors classes; and we have some trouble with marks, for a pupil in an honor class may have to work harder than one not in an honor class for the same ranking. What we need more than administrative device is the wisdom of experienced teachers who have been successful in adapting the school to the capacity of the pupil. We need their fresh and patient viewpoints, not bound by academic traditions, and yet sanely responsible. We must find and give scope to these master teachers who have developed the act of speeding the able and improving the average.

Out of our discussion of all this, came the suggestion to supplement the present program of able pupils with additional electives. Everyone must take four subjects; but if a pupil desires, and has given no overt evidence of inability, why should he not take five? Or for that matter, six or seven, depending on his capacity and progress. For example, one of our freshmen last year had an intelligence quotient of 146 and a reading index of 12+. He accomplished the standard program of four subjects plus one optional so quickly and easily that in several ways the school failed to challenge him. Why not allow this boy to enroll in six or seven classes, as many as the day will allow? How can it be a detriment? "We have never done that before" may be a reaction but it hardly can be a reason.

This is one plan to enrich the course of study according to ability; in many cases we believe it will work. But we have no illusions about its power. If it helps adjust the school to some pupils' learning capacity and rate, it will have been worthwhile.

The other significant highlight from our year's study is the problem of ensuring the heritage of general education in a school where each of the staff considers himself a specialist. How can each faculty member become aware of what is going on in the other departments so that he doesn't see the school only in terms of his specialization? At first glance, this may seem to be an occupational disease of large schools, but I am not sure. It seems to apply to all schools. All trees have leaves, only some have more and some leaves are bigger. This point may well resolve itself into the fields of human engineering and intra-school publicity.

How can a program of general education be perfected when such specialism is accepted practice? That question provided an interesting set of meetings for us. Many of us learned things about our school we did not know. Up to the present time, our best source of information for teachers on what other departments are doing, has been the pupils; next, the daily bulletin; and then the school paper.

We have three convictions regarding this problem. First, it seems a necessity to have a committee of the faculty look after the interests of general education. Heretofore the principal has been responsible for general education in the school, but he has not been able to do a good job because of the other demands on his time. Just as the Harvard Report deemed it necessary for Harvard University to have a Faculty Committee on General Education so we think it necessary for each large high school to have a Committee on General Education. Only in this way will we get a staff interested in more than the specialized field. It seems desirable to have one member from each department represented on this committee.

Our second conviction is that the high school alert to the interests of general education must develop means of intra-school publicity. Just as large industrial plants use the house organ as a means for acquaintanceship and public relations, so the wide-awake high school will have to develop a house organ or some similar means for keeping the whole school informed as to what its parts are doing. This seems to us an extremely important thing; for one of the most difficult jobs in the large organization is to keep the entire staff well acquainted with the information necessary for their efficient functioning, both as staff members and individuals.

If a mimeographed or printed house organ were published once a month during the school year, we think it would prove a great advantage. The pages should have holes punched in the margin so that they may be kept in a loose-leaf folder. It is our idea that this house organ should not overlap with the regular school bulletin or the information schedule. The latter is for announcements for meetings, materials due, and short instructions. The house organ would be a lengthier publication and would deal with policy, developments of curriculum, achievements of departments and individuals, etc.

The third conviction is that general staff meetings should be held at least twice a year dealing with the progress of the school in the field of general education. This meeting may be the springboard for the Committee on General Education to present its report. That would be only a start, however, because we feel we should have a full discussion of aims and report of progress at least once a semester. Every member of the faculty should have an opportunity to participate in this discussion. It should be in charge of the Committee on General Education and the principal should be a member of this committee, though not the Chairman.

* * * * * *

These are our current reactions to a year's study of the Harvard Report and its relationship with the present and future educational program and plan of our school: how best to adapt the school to the learning capacity of the pupil, and how to develop a plan for general education through the participation of the faculty. Our hope is to continue throughout the coming year the study of these and other problems suggested by the Harvard Report by means of Workshop courses arranged by the Superintendent of Schools with the State Teachers College at Montclair.

A SCHOOL EXHIBIT OF WAR TROPHIES

C. C. HARVEY
Dufur High School
Dufur, Oregon

LAST spring the Nyssa, Oregon, Public Schools sponsored a unique and interesting exhibit. Consisting almost entirely of articles collected as trophies of World War II from many parts of the world, the exhibit proved to be one of the most outstanding and unusual educational projects carried on in Nyssa during the school year of 1945-'46.

Seldom a day passed during the school term that some student did not bring to school an object connected with the war. Almost every student had a brother or friend who either sent or brought home souvenirs of interest.

Sometime in March, a student suggested that all the objects be brought to school at once and placed on display for a few days in order to give every student and their parents as well an opportunity to see them. The idea struck a responsive chord with both students and teachers. It was approved at the next faculty meeting and a committee appointed to make arrangements.

The faculty committee consisted of the writer as chairman, Mrs. Lillie May Greeling, Mrs. Josephine Rigney, Miss Theresa Gehnert, and Mr. Walter McPartland. A student committee was named by the student council to assist. Immediately the wheels started turning.

The exhibit became a co-operative project of the entire school, with all homerooms taking part. The thirty-four by fifty foot room used as a library in the junior high building was transformed into a sort of museum for the display of materials. Shelves, after the books had been removed, made excellent display cases. The large bulletin-board, the magazine rack, tables, etc., were all used in such a way as to make the room a very satisfactory place for the exhibit.

From the ceiling of the library was stretched a large parachute forming an umbrella-like top for the display. This was brought from Japan by Colonel Greeling, whose wife was a member of the committee in charge of arranging for the exhibit. Two smaller parachutes, used in dropping supplies to isolated soldiers and members of the Underground, also helped to lend color to the room.

Around the walls of the room hung many different items of clothing brought from overseas by servicemen — such as a German Paratrooper's outfit, Japanese kimonos, grass skirts, and many others, as well as uniforms worn by members of various branches of the American, Allies, and enemy armed forces. One article of interest, a gold-braided cap, allegedly the former possession of Mussolini, was borrowed from a local physician, Dr. K. E. Kirby, who served with the American Medical Corps in Italy. Flags of enemy countries, as well as those of many of our Allies, silk table covers, etc., were shown. Almost every type of small weapon used in the war was on display. Swords and sabers, ammunition, different kinds of rations, canteens, helmets, cooking utensils, light stands made from shells, beads, and about fifteen different types of shoes and sandals were among the items. Two Japanese sabers, studded with rubies and valued at $1000, were displayed.

The majority of the articles came from the Pacific theater of war, but there were in all about twenty-five countries represented. Coins and currency, stamps, newspapers and other printed matter in various languages, a souvenir Bible from Palestine, copies of propaganda leaflets dropped by both American and enemy fighters, trinkets from islands of the Pacific, pictures from Iceland, Iran, the Philippines, novelty articles such as a "back-scratcher" from North Africa, and other items too numerous to mention, were found among the objects which numbered over 1300. A roll of cellophane a yard wide and three-hundred feet long was used in covering objects and making display cases.

During the first part of the week all students visited the exhibit in groups. On Thursday and Friday open house was held and the public invited to visit the school and see the material on display. About the entire population of Nyssa and environs saw the exhibit during the two days, and numerous parents wrote enthusiastic comments in the Guest Book. Examples: "This is as interesting as any museum I have ever visited." "Very interesting and educational—a lot of work, but very much worthwhile." "It

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is certainly wonderful that our school and community can work together to put on such a fine display as this one." As a means of making friends and getting patrons interested in the work of the school, the project proved a valuable public relations device. There were more visitors at the school during the two days of the exhibit than during the rest of the entire school year.

From the point of view of the students, the project was great. Most of them felt that they had helped do something which was pretty fine. Although the educational results of an activity of this kind cannot be measured in terms of formal tests or ratings, it was obvious that the exhibit resulted in learning which left more lasting impressions on students than assigned class work. Moreover, the project was a valuable experience in cooperation on the part of students, teachers, and parents.

Just before the exhibit every room in the school was doing something connected with it. Boys in woodworking classes made display cases. Art students got practice in making captions and mounting some of the materials. The tag showing where items came from, their use in the war, name of owners, and who brought them to the exhibit, which was used for small items, was designed by a student. The display itself was valuable from the point of view of almost every subject, particularly history and geography. Interesting classroom discussions followed almost every visit of student groups to the exhibit room. As students in Nyssa do not have an opportunity to visit museums and educational centers, affairs of this kind are exceedingly educational and worthwhile.

It is the belief of the Nyssa faculty that an exhibit of World War II trophies could become a valuable and practical project for almost any school in the country. All, or the great majority, of the things kept as trophies by servicemen are related to the war and are of historical interest. A student remarked after seeing the Nyssa exhibit: "Gosh, I saw about a thousand things from all over the world!"

A COURSE IN THEATRE ARTS HISTORY

ALBERT HURWITZ

SEVERAL years ago, I had the good fortune to be attending simultaneously a well known University and an Art Institute. At the University I took, among other things, a course termed "Play Production," half of which was given over to the History of the Theatre. Our class was composed mainly of English majors minoring in the Drama, speech majors, and a few tired school teachers. At the Institute I took a course called "Stagecraft," and while it was presided over by a competent and enthusiastic instructor, it seemed to lack integration. The problems in themselves were interesting,—set models and scenic designs,—but there didn't seem to be a pattern behind it. I felt as though I were plucking at loose straws and when a project turned out well, it seemed to be in spite of myself rather than as a logical result of my instruction. My schedule also called for a term in marionettes and an elementary course in sculptoring, where, among other things, we were taught the whys and wherefors of mask making. I caught myself thinking about all of these topics and presently began wondering if there wasn't a lot of educational value being wasted somewhere along the line. Why couldn't they be combined in one program, and in addition to better satisfying the needs of the students, be made to broaden the scope of the subject matter so that a *new* class would be attracted? The gap between visual and auditory aids is negligible, yet why are people so afraid to step outside the confines of their field? If my University friends could have only taken my Institute classes and seen for themselves just how our problems fit into Prof. ——'s class, the "History of the Theatre" would have meant so much to them. They could appreciate the function of the mask, having made one with their own hands, and the Attic theatre, instead of being a rather foggy photograph in our text, would become something really concrete after having constructed a model of one. And inversely, I often wished my classmates at the Institute could sit in on my Academic classes so they would know the story behind that little wagon stage they were building, and instead of a charming, colorful little model, they would appreciate it as an expression of the English drama at that period. In other words—a new unified approach to these two subjects would take history out of the library and have it reconstructed on the very workbenches of my pupils. The more I thought about it, the more it appealed to me. The course would be called "Theatre Arts History."

To formulate it, I would use the history of the theatre as a skeleton framework. Everything would evolve out of this. It would be academically treated only insofar as was needed to provide inspiration for the projects. For instance, if I allotted three two-hour periods for Lope DeVega, one half of the first period would be devoted to a brief, succinct summary of the Spanish theatre at that time. There would be discussions of any visual material I would have, (slides, plates, reference books)—a brief comparison with Lope's Elizabethan contemporaries, and finally assignments and layouts for class problems. My objects would be thus to:

1. Provide an understanding of the development of the theatre through activity participation, and so follow Dewey's dictum, "Education is activity based on experience."

2. Provide the students with practical experience in the arts. I am convinced that no great talent is necessary to execute any of the problems so far planned, and of course provisions would be made for the more artistically endowed members by giving them work commensurate with their abilities.

One of the main problems would be to include as wide a range of art media as possible, on the slimmest possible budget. The students should play the field. Instead of using one method of mask making, let them be using three or four. Never have less than four types of media going at once,—thus they will learn by watching each other. It would be the task of the teacher to present each historic period in such a manner that every student will visualize its interpretation in an art form that most appeals to him. Can I make the Restoration period become so real that it can be temporarily given life in my class room in terms of sho-card paints, set designs, costume plates, bits of colored cloth, plasteline or soap carving? It's a challenge, but I can't imagine a more fascinating one. Rigid departmentalization would be lessened, students thus gaining greater insight into their debts to adjacent fields. Too often we are led about like horses wearing educational blinders,—seeing only the narrow strip of learning upon which we happen to be traveling at the moment. Should the course prove successful, it would draw the English, Speech, Art and Art Education majors that much closer together. Perhaps the former would cease to be gagged with fear and confusion at the thought of creating something with their hands. Perhaps the cultural aspect of the Drama would rate more than a weary shrug of the shoulder from my artist friends.

The climax of the course would come in the form of a final exhibition at the end of the term. This is not just a device to keep the student's interest up, but has a definite part in the pedagogical scheme, for the exhibit would take the form of an historical display, presenting the terms problems in chronological order so that by merely walking around the room, you can see the theatre developing before your very eyes. Beginning with primitive forms, there might be the puppets of Bali, or an Egyption Temple court. The Greeks gave us masks and a theatre, and there they would be, together with a wire and papier mache figure of the Attic actor as he must have looked, with mask, robe and cothurnus. In the adjoining case might be the Roman theatre plus the platform use of the Commedia De L'Arte, and following these, the courtyard theatres of Spain and Tudor England, the Garden theatre at Versailles,—models of Demons and mechanical devices employed in the Morality plays, period theatrical posters, a wooden carving of a Gilbert and Sullivan character and so on up the line. Girls will take naturally to costume plates of dramatic characters and boys will tend to veer towards the model stages. Both will be attracted by puppets, miniature shadow plays and contemporary scenic design problems.

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could be assembled, based on the most successfully executed problems. Libraries might use the exhibit for book displays or it could be shown along with the school play. Scale models could serve as a record of each play's set and could be a permanent part of the collection.

I haven't decided upon the time divisions because of course that would be determined by the individual school needs. I have tried to keep things elastic enough to meet the varying demands of time, background of pupils, type of school, credit allotted, etc., I do realize the danger of letting it get too elastic, but then that's a problem that can't very well be solved on paper.

NOTES ON EUROPEAN SCHOOLS

CARROLL D. CHAMPLIN
Pennsylvania State College
State College, Pennsylvania

THOSE of us who have had a chance to visit postwar Europe are becoming convinced that only a much improved brand of education and a more sincere attitude toward institutional and national moral conduct may prevent a third world war. This observer had the privilege of examining what is taking place in England, Wales, Ireland, and France. Three days of attendance at the meetings of the National Union of Teachers in London revealed a growing attention to child health, pupil feeding, instructional load, and the recruiting of a sufficient number of the right kind of teachers to make secondary education for the first time in British history available to all children possessing the intellectual potential to pursue studies on this higher level.

According to the English Education Act of 1944 the three stages of education are henceforth to be called primary, secondary, and further education. The term elementary is to be dropped, there having been before 1944 only two divisions of British education — elementary and higher schools. The four major aims of instruction are officially listed as spiritual, moral, mental, and physical. The point of emphasis is to be the secondary level, where there are now three distinct types of schools—grammar, technical, and the so-called modern schools. These modern or senior secondary schools are the new departure of greatest interest to us; for they may become an institution with some of the best features of the American high school.

The Welsh schools are operated administratively with those of England, and in both countries greater stress is to be placed on sunshine, exercise, nutrition, cleanliness and all-round development. Scotland is in some aspects of culture and socialization superior to the rest of the British Commonwealth and in other features reactionary and retarded. Except for some futile assaults on the ships anchored at Glasgow she was not dangerously threatened by the war. Strong emphasis is placed on character and stamina, which will continue to be the chief centers of cultivation in education.

Ireland was a neutral nation—the Free State. Wartime hardships were few, and there was no need for rationing. Education was in no way disrupted, and dislocations were not of major importance. Today Ireland has plenty of almost everything, especially pride in having kept out of the war. Her strategic location from the viewpoint of shipping and air-travel promises a bright future, with schools, art, poetry, and music not to be neglected.

France suffered losses of several kinds, but she held on tenaciously to her intellectual, academic and philosophical ideals. Through Vichy the Nazis removed all Jewish instructors from the classroom, and in Alsace-Lorraine teachers from Germany were immediately imported in 1940. The French clung loyally to their traditions and standards, allowing no destructive break to occur in their spiritual and scholastic armor. Now it can be said there has been almost no loss in the quality of instruction, for which the French teachers have long been famous. Increased enthusiasm for the crafts, arts, dance and other special types of training mark the postwark period, with a fresh consecration for the classical courses that have always characterized the best schools.

Countries like Belgium, Holland, and Denmark have learned the meaning of suffering and persecution. Cities were bombed and sacred buildings knocked down. Fields were devastated and inundated. Innocent men and women were cruelly treated; but courage and endurance revealed the heroism of these devoted patrons of education, religion, the sciences, and the fine arts. Norway stood alone, but the enemy in those long hard winters knew that they were inwardly being influenced and even mastered by the very people they seemed to have conquered physically. In the Scandinavian countries school attendance is not easy, not merely through the long winter, but at any time, because of the great distances and the rugged topography. These fine people won their moral battles against barbarism, and the younger generation will carry vividly in mind the picture of parental sacrifice and neighborhood resistance to tyranny.

Italy is undergoing slow but profound changes. The people have been acquiring since the war a greater thirst for knowledge than was ever shown before. Fascism had certain favorable features, particularly the rapid advancement of a national economy based on new industrial techniques. In 1860 close to 75% of the Italian people were illiterate. By 1925 this figure had been reduced to only 30%. The war of 1914 to 1918 wrought a transformation in Italy that was overdue, but in the long run we shall see even more pronounced improvements resulting from the second world war. Social and political modifications are today taking place that are nothing short of a revolution. Public education under strong leadership will be able to bring a new and better renaissance than the movement associated with the thirteenth and fourteenth centuries.

Greece is another nation due to come back up the trail of true greatness. Here was phenomenal fortitude when the Italians were in need of assistance from the Nazi troops early in the war. In a large measure this stubborn defense was one of the factors that saved the British Isles from invasion in 1941. The ruthless subjugation and occupation by German troops make it necessary for extensive rehabilitation programs to be carried out. A new spirit is being generated; perhaps it would be more appropriate to say that there is discernible a return to the old spirit that placed the Greeks at the forefront of the ancient world. An intriguing and crucial project it will prove to be—to give the Greek children the kind of education that will motivate their aspiration to rank well among the leaders of the Balkan countries.

Canada is fairly rapidly coming into her own proper position in the world. Never before was England so dependent on this huge western hemisphere province. Right up to the beginning of the war Canada had been working constructively on curriculum revision in the schools. Particularly the western areas were winning a reputation for their progressive activity—philosophy and practice. The efficiency shown by Canadians during the war period seems to justify any prediction we might make concerning the future leadership of this robust northern nation. Their schools are more American than European, which is more than can be said about any other western hemisphere state not directly associated with the United States. Both English and French are freely spoken, but the creative productiveness of our American public schools system has long impressed the Canadians as the main reason for our power and influence in the world.

Countries like Poland, Finland, and Czechoslovakia are in a difficult position. Their future welfare depends on whether the much heralded brave new world is going to emerge—based on values humanitarian and principles soundly and realistically ethical. Will there be an objective and durable stabilization for the commercial, economic, political, and social relationships of all the nations? If we cannot be positively sure of a way of life domestically and internationally superior to anything we have hitherto experienced, then these strategically located buffer countries will continue to be the tinder-box points for the precipitation of future conflagrations. If we can produce a better kind of education for the world of tomorrow—with emphasis on mutual understanding, universal exchange programs and practical cooperation, then there is still hope that we shall be able

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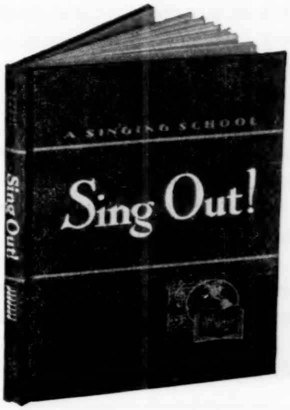

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to preserve this hard earned peace. Education must bear the brunt of the new crusade for international harmony. Diplomatic finesse and organizational machinery are not enough. The teacher in the classroom and the ten o'clock recitation discussion are pivotal points that will determine the quantity and quality of progress we are making toward a friendly and altruistic civilization.

Already there is a favorable and complimentary stirring among the members of the United Nations to present a cordial and attractive bloc in the direction of educational teamwork. Even before V-E Day and V-J Day movements were under way to build a new and stronger educational structure — nationally and interracially. To counteract the dire story of selfish, demoralizing and humiliating compulsions foisted on the innocent peoples of enemy-occupied countries we find rising triumphant and prophetic men and women who are ready and willing to devote their remaining days to the inspiring enterprise of curative education. There is a healing potency in public instruction at its best. Postwar educational planning is to be seen in local movements as well as in state-wide programs. We need a broad clearing-house set-up so that every community and nation can learn in accurate detail what is being done elsewhere. In so many quarters we see evidence of propaganda and instruction having been misused for the purpose of breeding hatred and disseminating a warlike spirit among the masses. And right here is our cue. Equally significant, mind-moving and resolution-forming programs can be administered in the cause of world-wide brotherhood and collaboration for peaceful living. What we have seen arbitrarily executed for the evil motives of mad war-makers we can now put to work in behalf of the glorious aims and aspirations of the peace-makers.

Let us employ concerted action to make teaching a peace-building profession. Today we have for the first time in world history the psychological and physical materials with which to implement this ambitious program. This is no longer an academic question. It is a living reality. It is a battle that challenges our highest intelligence and our complete dedication and application.

ANECDOTES AS TEACHING DEVICES

DAVID T. ARMSTRONG

PART of the job of the teacher English is to tie up an author's life with his works. When this is well done, both stick in the mind of the student. Whatever succeeds in perpetuating the memory of a name, a fact of biography, the title of a work, is good pedagogy. The method recommended here is the utilization of a wealth of anecdotal material as incidental to a lesson to help achieve these desirable effects.

Anecdotes are stories with points, or they are the feathers which guide the arrow of explanation to the target. Etymologically, however, they are something different. Among the ancient Greeks there were two kinds of stories, those known to the generality of people and those known only to a select few. To this latter kind was attached the term *anekdotos*, a combination of the negative prefix, *a*, and the root *ekdotos*, "given out." It is from this word history that our modern *anecdote* is derived. It was an unpublished fact or story, not generally known.

Making use of anecdotal material in the classroom will add both novelty and interest to the lesson. Anecdotes are a kind of literary gossip and it is quite legitimate to expose students to this kind of biography.

In using an anecdote in class, a certain amount of background information will sometimes be necessary. But it is generally more desirable to fit the anecdote into a situation neatly than to have it evident that it has been dragged in for the occasion.

The author has taught American and English literature to both high school and college classes. He has tried the course with and without the anecdotes. Not only did the students enjoy the course more when there were anecdotes, but, and this is significant, they thought they got more out of it. Actually, as indicated by test measurement with two groups in two successive years, the group that had the anecdotes did achieve better scores in literature examinations of a standardized type than the students deprived of the anecdotes.

It has been the author's goal to find a good story about each important writer in English and American literature. This is a desideratum more easily thought up than achieved. By a good story here is meant a story that may not be known to the generality of students, a story whose point cannot be guessed on the basis of the introductory remarks, and a story that actually conveys some excellent information about some important character or fact of literature.

For example, let us suppose that the Bacon-Shakespeare controversy is one of the items to be considered during a lesson. Or suppose one of the students raised the question. After a short explanation and discussion, it is possible to enliven the lesson and to sum the entire matter up by repeating the story that it was the practice of the Baconian apologists to invite a distinguished guest to their annual banquet. It was, moreover, required that he be one of those who believe that Shakespeare wrote the plays. Then it became the sport of the evening to tantalize and torment the guest with the most telling arguments that can be martialed to show that Bacon actually wrote the plays Shakespeare is getting credit for. On one such occasion, Mark Twain was the guest of honor. After he had borne the indignities heaped upon him as best he could, he rose to say,

"Mr. Chairman, when I get to heaven, one of the first things I am going to do is to look up Shakespeare and ask him who wrote those plays."

But the chairman, still master of the situation, reminded Mark Twain, "Shakespeare will not be in heaven."

Mark Twain's face fell. Then his eyes lighted up and he turned to his host, "Well, then, will you ask him for me?"

Actually the story proves nothing, but it does throw confusion on the hosts of those who think that Bacon wrote the plays. This story does that just as effectively as the long winded dissertations in the introductions to the school editions of Shakespeare's plays. If the anecdote does it or can do it, let us by all means resolve to use it.

There is a caution that must be sounded. Many teachers do use anecdotes, but there is a dreary sameness in the cut and dried anecdote at a precise point in the course as time rolls round each year. I remember that my history teacher used to tell that old chestnut about Lincoln and Grant. Some minister complained to Lincoln that Grant drank to excess. Lincoln is supposed to have retorted, "If you will find out the name of the brand Grant uses, I'll get each of my generals a barrel." When I was a freshman I heard from the seniors that that was Professor X's Civil War story. When I became a senior, I heard him tell it.

The job of accumulating a stockpile of anecdote material is a lifetime task. Fortunately for the author, he had begun such a task before he became a college freshman. As he read through the history of English literature and the biographies of the great men of literature he made a collection of outstanding stories which would have educational value. Now after twenty years he proposes to share his findings with others. But because it is a lifetime job, he asks you to do all in your power, if you accept the thesis that anecdote material can be of help in the classroom, to encourage those of your students who are going to teach (regardless of subject), that they collect such materials while they read the vast amount of literature required in college. There is no royal road to a collection of anecdotes. Even were these anecdotes that I have collected published in a book, they might not fit in with your mood or temper and you might not be able to use them in your class discussions. Each must find for himself those which appeal to him and in which he sees the possibilities of use.

As one's range of interests expands and one reads more deeply in the biographies of the great men of all time in all fields of work, it will be possible to collect a stock of stories that will be of use in mathematics, science, languages, music and the arts.

When one accumulates a large storehouse full of anecdotes and his mind just teems with them, there is a temptation to tell many. A word used by a student may suggest a story one does not like

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to resist telling, especially when one thinks he has a knack for telling stories. But since literature is the result of scrupulous selection and rejection by an author, teaching that uses anecdotes must be subjected to similar scrutiny. If you are to be a teacher who is to be effective you must tell anecdotes that will fasten the lesson firmly in the mind of the student. The lesson itself is the be all and end all; the anecdote is merely a device to capture and fix interest on the lesson. In short, keep your hand upon the throttle and your eye upon the rails.

By the invitation of the editor, a number of anecdotes from my collection will be included in succeeding issues of this magazine.

ALL CITIES HAVE THEM—EVEN BOSTON!

JOHN H. TREANOR
Principal, Francis Parkman School
Jamaica Plain, Massachusetts

SO MUCH has been said in recent months about the problems arising from juvenile delinquency in Boston that one would almost expect to find our public schools filled with evil-minded boys and girls. The flood of publicity, most of it sensational, seems to point to a majority of unhappy pupils spending their school days in wretched surroundings, disgruntled in mind, endangered in body, and suffering all kinds of indignities at the hands of stern, if incompetent, taskmasters. But to those who know our schools best, such a picture is an untruthful caricature of the education in the public schools of this city. Our schools have almost one hundred thousand boys and girls, the children of all races, creeds and classes. Human nature being what it is, we find individuals, in school as in adult life, who are against all law and order, who resent authority in any form, and who reserve the right to conduct their own lives in their own way. But the greatest majority of pupils are the normal, happy, ordinary sons and daughters of hard-working and well-meaning parents. These boys and girls, like their fathers and mothers, look upon their school as the scene of the happiest occasions, filled with the satisfaction of learning and with the joy of achievement. Arithmetic and English, the history of our country, the geography of the world, the literature of the ages, the rapid advance in science, the modern use of color and music—all these enrich their lives, make them better as individuals and as citizens, and prepare them for a useful and a profitable part in the life of the community. In fairness to Boston, let us judge our schools not by our worst but by our best.

I am particularly interested in referring to a relatively small and little known group which exists in the Boston schools and in every other school system in the world. I mean those rare and gifted children whose intellectual zeal and capacity is matched by a no less striking love for moral good. Teachers everywhere exult to find them in their classes, not alone because they are so honest but because they are so diligent. The character of these gifted children is apparent from the earliest primary school and loses nothing of its force in the last high school year. They learn their lessons the first time, they seem never to forget, their home-work is always done and on time, their attention in school is unflagging, and best of all, their contributions to the real work of the school are bounded only by the limits of a natural enthusiasm. It is from such as these that will come the leaders of tomorrow—the skillful doctor, the fair-minded judge, the comforting minister or priest or rabbi, the bold engineer, the challenging teacher, the far-sighted statesmen. They should be taught by the best teachers in the best schools, for their minds are continually expanding. They are possessed with a burning intellectual curiosity, with a tenacious drive to finish whatever they attempt. And with a very special charm they learn to accept small favors with gratitude and to receive the rewards which they have so well earned with something akin to astonishment.

Boston public schools possess boys and girls like these. Boston teachers know them well. And the day is not far distant when the entire city will be enriched by the enthusiasm, by the ability, and above all by the honor of these young boys and girls.

It is a tribute to the professional competence of our classroom teachers that, recognizing the natural brilliance of such pupils, they enrich by their own skill and from their own background of culture and learning the lives of the children that have been intrusted to them by the citizens of Boston.

I May Be Right— I May Be Wrong

WILLIAM C. McGINNIS
Superintendent of Schools, Perth Amboy, New Jersey

Education Suffers From Its Friends

Is the teaching profession itself partly to blame for the teacher shortage? I think it is. Some of the members of the profession who write for publications and who deliver lectures are the worst offenders. There is an eminent and popular professor of education in one of the best known teacher training institutions in the United States who apparently takes every opportunity to attempt to drive a wedge between school administrative officials and boards of education on the one hand and classroom teachers on the other. Many of the examples of arbitrary and petty rules and regulations cited by her as being imposed on teachers are fantastic and almost unbelievable. At best they can be only isolated cases, although from the way in which this educational Cassandra presents them they would appear to constitute common practice. Usually, when asked where and when they existed, her reply locates them in some distant school systems and in some bygone years. I have before me a September, 1946 number of one of the best educational journals. I am going to quote some statements verbatim from an article by a woman edu-

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WINSTON
FLASHES

NOVEMBER is a month of famous authors' birthdays. Thomas Bailey Aldrich was born on the 11th; Robert L. Stevenson, on the 13th; C. Collodi, on the 24th; Louisa M. Alcott, on the 29th; Jonathan Swift and Mark Twain, on the 30th. To help celebrate these birthdays, books in the WINSTON CLEAR-TYPE CLASSICS series, by mentioned authors, are — or soon will be—back in stock.

REPORTS from schools which adopted EASY GROWTH IN READING upon publication indicate that sixth-grade pupils are happy, successful readers who will continue to develop "the EASY GROWTH way" through grades 7-8-9 via ADVENTURES IN READING by Dorothy N. Knolle.

TIME to turn on the heat! Thermostats invented for coal furnaces 63 years ago still afford the easiest way to a 10% rise in the efficiency of your furnace.

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PAY OFF? Yes, education does. One out of every three college graduates earned annually from $2500 up; while only 3 out of 200 with no schooling achieved that same income. These figures are based on 1940 census but the moral holds.

"PRINT and bind the books attractively" was a "must" when ARITHMETIC WE USE (Grades 1-9) was being made. Pupils like to handle and to use these texts because of beautiful format—illustrations, color, large clear type, washable cloth —as well as for stimulating content.

THEME of American Education Week: "Education for the Atomic Age." Topic for Monday, November 11: "Building World Security." As we pause this Armistice Day, we shall well remember our youth who died in the belief that their sacrifice would insure true world security.

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cator who says that she has taught every grade from the first to the twelfth. She has recently joined the faculty of a large university as a lecturer. Here is one of the statements:

"Teachers are leaving schools every semester to learn secretarial work. Do they for a moment suppose that they will earn much higher salaries as secretaries? No. Others are leaving their teaching positions to become professional workers in the Girl Scouts, Camp Fire Girls, Y. W. C. A. For better salaries? No, the salary range is very similar to that of the teaching field."

It would be interesting and profitable to know what school systems these teachers are leaving to accept other non-teaching positions in which the better salaries incentive does not exist. I have made no objective investigation of the reasons why teachers leave the teaching profession. But from general knowledge of the situation I am decidedly of the opinion that the teacher shortage is primarily due to low salaries.

Another excerpt from the same article reads:

"If the teacher is a high school instructor, papers must be corrected regularly and lessons planned systematically. If one is teaching in an elementary school, devising seat work and reading materials, the planning of class work will take many hours of after-school work."

The statement does not show clearly whether the "many hours of after school work" means many hours daily, or weekly or monthly.

Another statement from the same article follows:

"Classes of forty or even fifty pupils are not unusual. Thus the major problem of keeping the children busy and out of mischief assumes the teacher's attention rather than attempting to instill a love of learning and an understanding of the world about them."

The above statement is a gross exaggeration. Certainly "classes of forty or even fifty pupils" are unusual in the northeastern part of the United States in the elementary schools.

Here is another exaggerated statement from the same article:

"In some schools bells are rung as often as five times in twenty minutes on occasion. It does seem incongruous that a teacher intelligent enough to direct the activities of children should not be intelligent enough to tell time."

There may be schools somewhere in which bells are rung as often as five times in twenty minutes in order to tell the teachers the time of day. If so, I don't know where they are. Most classrooms have clocks and almost all teachers have watches.

And here is the next and last statement which I will use from the article under consideration:

"The occasional, formal visit by the principal who sits at the rear of the room for an hour in which he decides the mark the teacher is to receive adds considerably to the total picture of artificiality of the teaching profession. Anything that an administrator can do to reduce this affectation will help."

Again let me say that there may be schools in which the principals act as stated above but if so, I don't know where they are. I have never seen one. I wouldn't call such procedure by a principal an affectation. I would call it an affliction.

Education needs to be defended from its friends even though their intentions are good.

WHO FLUNKED?

A mother wished to enter her four-year-old daughter in a kindergarten, the age requirement of which was five. To the disapproving teacher the mother explained, "She can easily pass the five-year-old test."

"Say some words," the teacher said rather skeptically to the child.

The little girl surveyed the teacher with dignity, and turning to her mother, asked, "Purely irrelevant words?"

The News Digest
OF EDUCATION IN ACTION

Dr. Francis Brown Scores "Double Standard"

WASHINGTON, D. C.—Any minute now, school teachers may be allowed to act like human beings. That's the prediction of Dr. Francis Brown, executive secretary of the President's Commission on Higher Education. Dr. Brown believes two developments may come from the current teacher shortages: better pay and more freedom for teachers. Brown said almost every community has a double standard—the code for the way teachers must behave outside of the classroom and another standard for "regular people." "This double standard should not exist," he said. "Teachers should be allowed to act like other people."

Canada Resorts to Lessons by Mail

VANCOUVER, B. C.—Thousands of children in several provinces are getting their education through correspondence courses, as a result of Canada's need for 10,000 teachers. The courses, sent to 100 outlying districts where schools are closed, cover the normal elementary and high school subjects, with the exception of laboratory work.

Here, as elsewhere, low salaries are named as the major cause of the lack of instructors. The Canadian Teachers Federation is attempting to get the $1200 yearly salary minimum raised, but no immediate relief is in sight.

Separate Negro School Abolished in Trenton

TRENTON, N. J. — A blow against race discrimination has been struck with little fanfare in this city.

For more than thirty years Trenton's Negro children were segregated in a separate junior high school, although they were admitted to all elementary schools and to the central high school.

At the beginning of the present school year, classrooms in all city schools were thrown open to Negroes and the separate Negro junior high school was abolished. This program of integration—as it is known among educators—has been accepted with only mild protests from parents, according to Board of Education officials.

The second step in Trenton's effort to combat race prejudice through education of Negro and white younger generations in mixed classes was to assign Negro teachers to twelve of the city's twenty-seven schools. Of 536 teachers in city schools, thirty-three are Negroes.

Some attempts have been made by adults to obtain the transfer of their children from schools where there is a large Negro enrollment to schools attended by few Negroes, S. C. Wilson, assistant superintendent of schools, said. These efforts have been resisted by the board.

In preparation for the integration program, Mr. Wilson said, the entire school district arrangement was revised to apportion students evenly among all schools. Trenton's population is 124,697, of whom about 15,000 are Negroes. Lines of school districts are rigidly observed, and in each there are some Negro children.

The move to abolish Trenton's Negro junior high school started three years ago when a group of leading citizens formed the Committee of Unity.

Today the committee has grown to 2,000 members, including business and professional men, veterans and citizens of all races and religions. Their goal is the elimination of race prejudice in Trenton and they have chosen education as the best means of achieving the goal.

In 1944 the State Supreme Court upheld the right of children to be admitted to any public school regardless of religion, nationality or color. The ruling was made in a case brought by the mothers of two Trenton Negro students. The court's decision was of important help to the Committee for Unity in persuading the Board of Education to abolish the Negro junior high school.

Superintendent States Need For Nebraska School Aid

OMAHA, NEB. — Although Omaha schools would not get increased funds, Superintendent Harry A. Burke of this city believes Nebraska's proposed $18,000,000-a-year school aid amendment should be approved. Citing the case of a school he had just visited, where one teacher was expected to handle 47 pupils, Burke asserted that citizens should not condemn educational costs at the expense of educational benefits. It is not balancing the budget, he said, to allow buildings to deteriorate and the teaching force to be cut down.

At Lincoln, the Executive Board of the Nebraska Federation of Taxpayers League went on record as opposing the amendment, in a statement assailing it as "an attempt to jam a sales tax down the throats of labor, the farmer, and everyone else."

Students Queue Up To Buy Books

MADISON, WIS. — Rivaling nylon and meat lines were the block-long queues of University of Wisconsin students waiting to buy textbooks recently at all bookstores in the university area. Under the pressure of

Interchange of Knowledge Recommended to UNESCO

WASHINGTON, D. C. — Ways in which education can aid world peace were discussed at the recent meeting of the National Commission on Educational, Scientific and Cultural Cooperation here. Many recommendations were made which will serve as blueprints for the UNESCO conference this month.

The recommendations were based on the belief that international understanding is impossible without free communication among nations. Assistant Secretary of State William Benton defined the task ahead as one of "persuading the peoples of the world to study each other and to cooperate with each other."

Toward this end, UNESCO was reminded of the importance of revising school textbooks the world over, since the books now used in many lands are tinged with militarism. Such books should be rewritten to give a clear picture of historical truths and of the need for cooperation among nations.

Ways in which radio, the press and films could be used to break down national barriers were considered. A world-wide UNESCO radio network, to broadcast as "the voice of the United Nations," was suggested.

It was recommended that field committees be established in every land to direct the interchange of knowledge and train teachers to spread ideas conducive to world understanding. The commission also advocated international libraries and universities, periodic meetings of cultural representatives, and a continual exchange of students, teachers and other persons able to contribute to peace.

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a record enrollment, bookstores had a hard time keeping up with the demand.

The situation at Madison is but one symptom of an over-all shortage of college textbooks, put at 4,500,000 for this year by the American Textbook Publishers Institute.

LSU Faces Test Case On Racial Exclusion

BATON ROUGE, LA. — Louisiana State University is facing a law suit which will attempt to establish the right of Negroes to enter the university. Viola Johnson, former college teacher and a graduate of Louisiana's colored Southern University, recently asked the district court to order her registration permitted at LSU Medical School, declaring that she was qualified and that refusal of admission on grounds of race and color violated the federal 14th amendment.

University officials refused to comment, but it was learned that the Board of Supervisors had been anticipating such a suit to bring to a head protests against the custom of separate schooling. Other state officials pointed out that the Louisiana legislature had provided $50,000 a year to send Negroes to professional or graduate schools in other states. This sum was approved by the 1946 legislature in the attempt to prevent court action like Miss Johnson's.

Puerto Rico Recordings Lent Free to Schools

WASHINGTON, D. C. — Six documentary recordings on Puerto Rico, its geography, social and economic problems, people, customs, government and history are available on loan to schools. The accompanying teacher's manual, photographs, maps and handbook of Puerto Rican facts may be kept for library use. Write to the Federal Radio Education Committee, U. S. Office of Education, Washington, D. C.

Junior Traffic Cops Guard Phoenix Children

PHOENIX, ARIZ.—A force of Junior Policemen, made up of Phoenix school boys, has held the traffic accident record in the school zone down to zero for the past five years. Organized and trained by Traffic Officer Cliff Armstrong, the Junior Police watch school crossings, direct traffic, hand out tickets, and do everything an adult officer might do.

According to an item in the November *American Magazine,* "it would require a force of 80 adult cops at a cost of $200,000 a year" to duplicate the work of the Junior force.

Michigan School Boards Continue Sorority Battle

BIRMINGHAM, MICH. — Michigan public schools must continue their fight against high school sororities, because of a loophole in the state code provision which declared these societies unlawful. Ambiguous wording of the law led the attorney general to rule that a secret society is legal if 50 percent of its membership is not made up of high school pupils. At Birmingham, many high school sororities and fraternities are openly holding preinitiation parties. The Board of Education has warned that members will be deprived of school credits if the societies are found illegal.

At Port Huron, 11 high school girls joining such a group were suspended until they produced signed statements from their parents that they were no longer members.

Yen's Mass Education Aims at Literate China

SHANGHAI.—James Yen, American-educated teacher whose mass education methods cut China's illiteracy 15 percent between the two World Wars, believes that with government support he can reduce illiteracy to less than 10 percent in 15 years.

His plan calls for the establishment of institutes where men and women with high school educations can be trained in mass education methods. Institute graduates would start demonstration centers for those with primary educations. After being instructed in basic vocabulary and teaching methods, these students would return to their villages to pass on the knowledge to village literates. The latter in turn would teach small groups of illiterates. This plan is now being followed in Szechwan province, with the hope that 70,000,000 will be able to read and write within two years.

Yen has been offered the chairmanship of the newly created National People's Education Committee, but says that he will not accept the post unless government appropriations are increased from their present 7 percent of the budget.

Harvard Notes Swing to Economics

CAMBRIDGE, MASS. — Most popular course at Harvard University this Fall is economics A, an elective basic course chosen by 1092 students. Its greatest pre-war drawing power was 512 students.

Rating second, third and fourth in popularity are courses in government, mathematics, and history. Undergraduates appear to be swinging away from the wartime scientific trend. Leading in the scientific field is biology.

Tampa PTA Praises School Improvements

TAMPA, FLA.—The Tampa PTA recently adopted special resolutions commending members of the county school board, Superintendent McLaughlin, and trustees of the school district for their cooperation in meeting the PTA's recommendations for school building repairs and new equipment, despite difficulties in securing materials and workmen. Improved attendance regulations, changes in the supervision of janitors, and the cooperation of local newspapers in bringing the need for school betterment to the public attention were also cited.

National Teacher Exams Available to Schools

WASHINGTON, D. C.—The American Council on Education has announced the eighth annual administration of its National Teacher Examinations. These tests will be administered in official examining centers throughout the United States on February 8 and February 15 in 1947.

The National Teacher Examinations were made available by the American Council on Education as an aid to administrators in their efforts to improve the selection of teachers.

The sponsors of the program emphasize the fact that misuse of the examination results as a sole basis for teacher selection is opposed. Records of experience, academic marks, ratings of various aspects of personality, etc. should be considered in addition to the National Teacher Examination record in the evaluation of a prospective teacher's competency.

Arrangements for cooperation in the Teacher Examination project may be made by writing to Dr. David G. Ryans, Associate Director, National Committee on Teacher Examinations, American Council on Education, 15 Amsterdam Avenue, New York 23, New York.

Schools Lack of Daylight Hurts Millions of Eyes

TOLEDO, OHIO.—Lack of adequate daylight in traditional-type school buildings is contributing to defective vision and creating posture problems in children, Dr. Matthew Luckiesh, director of the Lighting Research Laboratory of General Electric Company, charges in his latest monograph, "The Meaning and Magic of Windows," published here.

Eye defects increase in number and degree as children advance from grade to grade as a result of compromises between cost and construction in the nation's schools, he says.

"Millions of overburdened eyes plead for relief," Dr. Luckiesh declares, adding, "All surveys reveal facts which should be appalling to everyone," in commenting on building styles which ignore daylight.

"When they graduate from high school at least one out of every four needs glasses. Four years later one out of three needs glasses. These facts are the more appalling in that 95 per cent of these children entered the primary grade with so-called normal vision," he writes.

"I have adequate reason for asserting that if from the age of five years children did their reading and performed their other tasks of near-vision in the abundant light of a window in the daytime, there would be fewer wearing or needing glasses when they finished school. The daylight available indoors near windows from which a large expanse of sky is visible is generally by far the nearest approach to adequate light in our indoor world."

These Rural Schoolmarms Now Circuit Riders

DODGEVILLE, WISC. — Old-timers here are sadly watching the fading of the former practice of "boarding" teachers, while viewing a new post-war technique with alarm. In the old days, rural teachers would stay with nearby farm families, but the six rural teachers who live at Dodgeville now commute to their various schools in a single automobile. The circuit covered in the sixstop round trip is over 60 miles. Old-timers shake their heads and worry about winter blizzards.

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Richmond Teachers Loath to Join C.I.O.

RICHMOND, VA. — An announcement by CIO leaders that plans are being formulated to organize Richmond teachers has brought only subdued response from the teachers. School Board members and principals expressed doubt about the willingness of instructors to organize because of "professional status."

The only positive statement came from a leader in the Virginia Education Association, who said something must be done to get teachers more money because of the "problem we are having getting people interested in school teaching."

Wants Commission To Study Military Planning

WALLINGFORD, CONN.—A national commission to coordinate military planning was advocated by Dr. James P. Baxter, president of Williams College, in a speech at the Choate School fiftieth anniversary celebration.

The commission suggested by Dr. Baxter would provide answers, he said, to such complex questions as: "In what way do the probability of sudden attack and the possible use of atomic weapons affect the basic pattern in accord with which our man power should be trained?"

Members of this commission, he

Re-education Experiment Aims at Good "European"

ALPBACH, AUSTRIA.—Austrian College, a new institution in the Tyrolean Alps, is already taking the first steps in a promising re-education experiment. The college has three objectives: to restore integrity to European education and culture; to bring together educational specialists and artists for the furtherance of understanding among nations; and to develop a new "European" student whose intellectual interests lift him above nationalistic prejudices.

At the most recent of its two-week sessions university students from England, Holland, Hungary, Denmark and Italy were present, as well as young Austrians. Topics of lectures and round table discussions included "Collective Responsibility," "The Man of Good Will As a European Possibility," "Basis for Common Law" and "The Value of Human Life," as well as more traditional subjects. André Gide, noted French author; Dr. Ernst Fischer, Vienna cabinet minister; AMG education officer Edward Hartshorne, and Prof. J. E. Masson of London were guest lecturers.

Because of its objectives and the high calibre of its students and professors, the college is now getting some support from the Austrian government. The founders hope to build a regular school in Alpbach when conditions permit.

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said, "should be selected for their integrity, special knowledge and experience, and should represent our military, diplomatic, legislative, industrial, scientific and educational establishments." If such a commission were to recommend universal military training, he said, that program would stand a better chance of adoption.

Music Education For Russian Children

MOSCOW.—An unusual music program for children is being presented by the Soviet radio as part of a plan for the education of the cultural tastes of young Russians. Inaugurated last May, the program aims at developing appreciation of good music through selections of a high calibre and lively dialogues on the principles of music. Stories of great composers, quizzes, news and reviews of musical events and answers to listeners' questions are featured. In one lecture, Serge Prokoffieff compared musical composition to chess. Yehudi Menuhin, the violinist, also broadcast a special program.

High School Students May Get Driving Instruction

BOSTON, MASS.—Massachusetts educators met here recently with Registrar of Motor Vehicles Rudolph F. King to discuss plans for giving every high school student instruction in automobile driving and methods of avoiding accidents.

The special committee of educators is headed by Edward J. Wall, director of health and safety for Boston public schools.

Responsibility for Peace Is Conference Theme

GAMBIER, OHIO.—Scholars in many fields attended a conference at Kenyon College recently on "The Heritage of the English-speaking Peoples and Their Responsibility," to consider various areas of human accomplishment which have been cultivated with special success—the arts, letters, education, science, religion and journalism. Notable achievements in these fields were reviewed to determine "what special responsibility they put upon us" in the effort to make and maintain world peace.

Temple Seminar On Reading Disabilities

PHILADELPHIA, PA.—The 1947 Annual Seminar on Developmental Reading will be conducted by the Reading Clinic Staff, Department of Psychology, Temple University, from February 3 to February 7, inclusive. Lectures, demonstrations, and discussions will be used to develop the central theme: *Differentiated Corrective and Remedial Reading.*

Enrollment is limited by advanced registration. For copies of the program and other information regarding this one-week Institute, write to Dr. Emmett Albert Betts, Reading Clinic, Temple University, Philadelphia 22.

Cites Interdependence Of Schools and Business

CLARKSBURG, W. VA. — Action to halt the critical teacher shortage was asked here by Edward Cherry of the southeastern division of the U. S. Chamber of Commerce. Cherry, who appeared at a series of meetings throughout the state, told an audience of business men and educators that educational advantages and business go hand in hand. He estimated that 120,000 sub-standard teachers are now employed under emergency certification.

Statement of ownership, management, circulation, etc., required by the Acts of Congress of August 24, 1912, and March 3, 1933, of The Journal of Education, published monthly, September to May, at Boston, Massachusetts, for October 7, 1946.

State of Massachusetts, County of Suffolk, ss.

Before me, a Notary Public, in and for the state and county aforesaid, personally appeared Anson W. Belding, who having been duly sworn according to law, deposes and says that he is the Editor of the Journal of Education, and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management, etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, embodied in Section 443, Postal Laws and Regulations, to wit:—

1. That the names and addresses of the publisher, editor, managing editor, and business managers are:

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Editor—Anson W. Belding, 277 School Street, Watertown, Mass.

2. That the owner is (If owned by a corporation, its name and address must be stated and also immediately thereunder the names and addresses of the stockholders owning or holding one per cent or more of total amount of stock. If not owned by a corporation, the names and addresses of the individual owners must be given. If owned by a firm, company, or other unincorporated concern, its name and address, as well as those of each individual member must be given.)

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ANSON W. BELDING, Editor.

Sworn to and subscribed before me this 3rd day of October, 1946.

KATHRYN R. KEHOE.
Notary Public.

My commission expires June 26, 1947.

"Make 'em Like It" Is Key To This Arithmetic Plan

NEW YORK, N. Y. — Arithmetic taught so that children in grades 3 to 7 will "understand, use and like it" is the aim of the new arithmetic program now in effect in the city's schools. By making each child keep his own records, recognize and list his difficulties, and deal with number situations he meets in daily life, the program attempts to develop greater readiness for number work.

Egg boxes, muffin tins, charts of daily temperatures or baseball scores, and number games are among the materials used to arouse pupil interest. Class aims are listed daily, in addition to work records of weak points and mastered facts kept by each child.

Dr. Benjamin B. Greenberg, assistant superintendent of schools in charge of the program, emphasizes its functional aim, adding that "arithmetic must have a utilitarian value for the child's needs in the classroom, the home and the neighborhood."

Originally planned by WPA personnel in 1938 to 1942, the full program is being put into effect for the first time this fall. Twenty-three mathematics teachers who were given an intensive course in September, have been assigned to as many different districts. Their job is to pass along the plan to classroom teachers before moving on to other schools.

Dr. Greenberg believes the program will enable the majority of elementary pupils to overcome their dislike of arithmetic and to become more proficient in applying the science.

Japanese Children Debate Divinity Myths

TOKYO. — Instructors in Japan's schools, forbidden to teach history until new textbooks arrive, are encouraged to fill in the time with class discussions of controversial subjects. As a result, many Japanese boys and girls are debating the myths surrounding the origin of the country and the divinity of the emperor. While some children cling stubbornly to the beliefs of their ancestors, an encouraging number are skeptical about the legend that Japan was founded by gods and goddesses.

Army Dips Into Psychology of Motivation

NEW YORK, N. Y.—Four lieutenant colonels, instructors in military psychology and leadership at the United States Military Academy, are enrolled at Queens College this fall in a special seminar in psychology as preparation for the new course in military leadership they are set to teach at West Point next winter. The seminar is designed to give this group of officers, selected because of outstanding combat experience and wide knowledge of battle and garrison problems, a thorough study of the psychology of motivation and an analysis of the factors that govern human response. The course, designed primarily for upper class cadets, will become part of the West Point curriculum in January.

Vassar Ingaugurates First Woman Head

POUGHKEEPSIE, N. Y. — The first woman president in the 85-year history of Vassar College was inaugurated on Oct. 11. Miss Sarah Gibson Blanding succeeds Dr. Henry Nobel MacCracken, president of the college since 1915. Inauguration speakers included Dr. Frank LeRond McVey, president emeritus of the University of Kentucky; Dr. Virginia Gildersleeve, dean of Barnard College, and Dr. Edmund Ezra Day, president of Cornell University.

New England Has Two New Colleges

RUTLAND, VT.—Among the independent colleges opening this year for the first time are Vermont's Rutland Junior College and New England College at Henniker, N. H. Rutland Junior College, approved for veterans by the Vermont Department of Education, is offering two general courses, one in liberal arts and one in business management. New England College was established under American Legion sponsorship to help provide facilities for New Hampshire veterans. It is staffed by experienced educators under the direction of President Walter H. Tillett.

Many Vets Want Education Abroad

WASHINGTON, D. C. — Approximately 500 veterans are now studying in foreign colleges and many others are eagerly asking about the possibility of study abroad. Since the first of the year, the VA has answered 7000 such inquiries, more than half of them relating to schools in Europe. It is estimated that more than 1000 veterans will be in foreign schools a year from now.

One of the major problems for veterans is that of making the $65 monthly allotment cover traveling and living expenses. The passage of the Fullbright Bill this summer offers some hope of additional benefits, since it provides for financing the exchange of students through the sale of American war surplus in the country of study. Whether veterans will be eligible under the bill remains uncertain, as the President has not yet appointed the Board of Foreign Scholarships which will draw up the rules.

PROTECT YOUR FUTURE
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NYC Schools Expand Work-Study Program

NEW YORK.—The Board of Education took steps recently for the rapid expansion of courses in which 2400 students already work at regular jobs and study in high school classrooms on alternate weeks—getting school credit for both.

With a $100,000 state grant, the Board of Education has set up an Advisory Board on cooperative education, which will help speed a four or five-fold increase in students enrolled in work-study programs. Maritime training classes, a course in automotive trades, and one for future horticulturists are among the courses now being considered by the Board.

Dr. Frederic Ernst, Assistant Superintendent in charge of high schools, said commerce and industry are much interested and increasing numbers of firms might join in the project. One hundred sixty-five businesses—banks, insurance and law firms, food and clothing houses—now participate.

If you've been reading this magazine over somebody's shoulder

or in a library—or perchance have borrowed it from a friend—why not make sure of having next month's issue and all the others for the coming year?

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The Journal of Education

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Grins Between Grinds

DIETETIC READING

During one of his illnesses, the late John Barrymore was placed on a diet and schedule noted chiefly for scantiness in everything but absolute rest and quiet. His nurse, removing his try one day after a microscopic lunch, noticed that he was restless and irritated. Hoping to relieve the monotony, she asked, "And what would you like to do now, Mr. Barrymore?"

"Bring me a postage stamp!" growled the irrepressible John. "I think I'll do a little reading."

TOO EASY

While playing a game of riddles with her class, the teacher gave this description: "I am in this room. Listen to me. I keep right on talking when everyone else is quiet."

She paused so that everyone would hear the ticking of the big clock Then she asked, "What am I?"

Immediately a little beginner exclaimed, "The teacher!"

DISILLUSIONED

Two modern little girls coming home from Sunday school were solemnly discussing the lesson.

"Do you believe there is a devil?" asked one.

"No," replied the other promptly, "of course not. It's just like Santa Claus. He's your father."

GOOD TEAMWORK

One bright. sunny day two children came trudging down the street. An eight-year-old girl was leading her younger brother who had his eyes tightly shut. A woman asked: "What is the matter? Has he hurt his eyes?"

"Oh, no," was the girl's reply. "We do this every Saturday when the sun's so bright. He keeps his eyes closed and I lead him to the show. Inside, he opens his eyes and finds us both a seat in the dark."

EQUAL OPPORTUNITY

Old Lady: "If I pay fare for my dog, will he be treated the same as the other streetcar passengers?"

Conductor: "Certainly. He can have a seat, just as they do, if he doesn't put his feet on it."

COULD BE

A class was asked in a Sunday school examination to give the meaning of the word "selah." For a while no answer was forthcoming. Then a small boy held up his hand.

"Well?" said the teacher.

"Please, sir," said the lad, "that's what David used to say when he'd break a string on his harp."

PROOF OF INDUSTRY

Mistress (to careless maid): "Mary, I found a large cobweb in the drawing room. How do you account for it?"

Maid (brightly): "I think, mum, it must be them spiders."

USUALLY SENT COLLECT

Modern Youngster: "What are prayers, Mother?"

Mother: "Prayers, darling, are little messages to God."

Youngster: "Oh, and we send them at night to get the cheaper rate?"

ISOLATION

A young couple of my acquaintance struck up a friendship with an Australian lady. On the arrival of her fourth child, they sent her a playpen as a gift. The thank-you note left them somewhat astonished: "Thank you so much for the pen. It is a perfect godsend. I sit in it every afternoon and read and the children can't get near me."

CONFUSION COMEWHERE

A lady got on a bus and took the only empty seat, next to a harmless-looking stew. Soon she opened a map of Manchuria and began to study it. The drunk gazed at the map for a while and finally addressed the lady in an interested tone.

"Sure you're on the right bus?" he asked.

FRANKER THAN YOUR BEST FRIEND

Student: "I want to register for some courses in English."

Adviser: "What credentials do you have to offer?"

Student: "I have a B.O. from Northwestern University."

Adviser: "That being the case, I would suggest you take one of our *refresher* courses."

P.S.—"B.O." means "Bachelor of Oratory."

DIRECTORY OF SCHOOL EQUIPMENT AND SERVICES

The Journal of Education is pleased to recommend to its readers the following firms, each specializing in dependable merchandise and services for schools.

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